CHILDREN AND MOVIES

ALICE MILLER MITCHELL

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CHILDREN AND MOVIES

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CHILDREN AND MOVIES

By
Alice Miller Mitchell

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To

PAUL M. MITCHELL

Let our artists rather be those who are gifted to discern the true nature of the beautiful and graceful; then will our youth dwell in the land of health, amid fair sights and sound, and receive the good in everything; and beauty, the effulgence of fair works, shall flow into the eye and ear, like a health-giving breeze from a purer region, and insensibly draw the soul from earliest years into likeness and sympathy with the beauty of reason.

—Plato

FOREWORD

It is difficult to appreciate the fact that in 1900 movies were commercially unknown. To attempt to re-create in the imagination a world in which there are no motion-picture "palaces" is almost as difficult as to re-create the existence of the people of the old Stone Age. The movies are everywhere: in the city and the country, in the Orient and the Occident, in the two hemispheres. Some say they are too much with us; but collectively we seem to find them almost as essential and certainly as ubiquitous as the newspaper or the milkman.

One hundred million Americans are supposed to have attended the movies in 1928. This mass movement has something of the portent of an irresistible tide welling up and over and into the dark caverns and galleries of a rocky ocean shore, receding only to renew the surge again and again. But with this difference: each human unit of this vast movie tide is swept out from the dark cavern just a little different than when it was swept in.

All America, indeed all the modern world, is thus ceaselessly played upon by the ebb and flow of sight and sound. No one can fail to be deeply impressed by the immense power of this new Warwick in the modern state, helping to form and mold and strengthen the interests, opinions, and ambitions of the voting masses.

What actually the movies are doing to the taste, beliefs, desires, prejudices, and values of the American people has been among the liveliest subjects of con-

troversy now for many years. Critics allege not merely that the movies have ruined the present and future of the legitimate stage but that their substituted influence has been pernicious. Overemphasis of false values, exaggeration and caricature of life, destruction of taste and morality, downright and utter banality, are only a sample of the charges hurled against the movies and their makers. On the other hand, the immense educational and artistic value of many films, the stimulation of ambition and widening of horizons by the revelation of other and better modes of life, the richer compensations of vicarious experience, are set out by the friends of the cinema.

At two points the potential influence of the movies is universally granted to be of especial importance: their effect on the relations of one people to another; and their effect upon children. Professor Gaus in his work, *Great Britain, a Study in Civic Loyalty*, is only one of the most recent commentators speaking the alarm felt by statesmen of other countries concerning the influence of American films on their respective national, or colonial, cultures. Back of the natural opposition of foreign cinema producers lies a real and understandable concern of thoughtful men and women over the impact of American culture as portrayed in the films upon other and different cultures; and, on the other hand, no one who has lived in Great Britain can fail to remember, often with misgivings, the many queries as to whether American civilization is really like its movie version.

But for us the problem of the child and the movie is at least more immediate. What are the movies doing to

the next generation, which is now being molded by a thousand influences into the particular collective bundle of desires, emotions, understandings, prejudices, hopes, and fears which will dominate our public and private life in the years to come?

Obviously the movies are not the sole, or even the preponderant, influence which is shaping these childish minds into the mature citizen of the morrow; obviously, too, the movies are an important influence. The movie experience of the ten thousand children recorded in this study makes this clear beyond peradventure of doubt.

It is at this point that the movies have been most severely criticized by persons anxious for the future. In varying degrees they have been charged with the responsibility for failure in the school, for maladjustment in the home, for juvenile delinquency, and for major crime. The critics have been earnest and sincere men and women; but the evidence on which their conclusions rest has too often been far from adequate.

Discussion of the influence of the movie is in fact just emerging from the arena of charge and countercharge, of attack and defense, into the field of dispassionate and scientific inquiry. The truth will only gradually emerge as tested evidence is accumulated in the hands of competent investigators over a considerable period of time.

The present study is one of the first of such investigations. It is an impartial, objective, scientific inquiry; scientific not merely in the sense of being scholarly and scrupulously free from bias, but also in the sense of em-

ploying a scientific method, restricting conclusions to those generalizations which the evidence supports.

To secure such evidence, with the aid of the Wieboldt Foundation, the movie experience of some ten thousand children was discovered. This small army falls into three groups, one taken from the public schools and representing an unselected sample for control purposes; one taken from institutions housing juvenile delinquents; and one taken from Boy Scouts and Girl Scouts, a group which enjoys intelligent adult leadership. The study, in its essence, is a comparison of the movie experience of these three groups.

Mrs. Mitchell sets forth evidence on the frequency of attendance, on time of attendance, on movie companions, on the basis of choice of movie, and on the relative pull of other forms of recreation among each of these groups. It is no part of the Foreword to restate her conclusions, but it may be said here that differentials of striking significance developed.

This study does not meet all the anxieties of the modern parent perplexed by the modern movie. The author set no such ambitious plans for herself. In this unit of a long time scientific study of motion pictures, one step only has been taken: to determine the movie experience of a statistically valid sample of three groups of children. The reader will find, therefore, a quantitative analysis of one element of a complex of problems, not a wide ranging survey of the whole problem.

To some readers this Foreword may destroy interest in the study by insisting on its scientific and quantitative character. If there be such, let them be reassured.

The author has dealt with her materials with unusual skill and has woven her figures into a story of absorbing interest. She has never forgotten that she is dealing with boys and girls; and the twelve-year-old boy who complained, "Movies make my headache 'cause I chew gum so hard when I get excited," is only one of a host of fascinating youngsters who lend reality and vividness to this experiment.

Such studies are of first-rate importance, for while keeping contact with reality, they deal with it by methods which not only yield results that can be tested, but also set controversy along its way by eliminating irrelevancies and providing fact for judgment of the significant issues. To all who are interested in the movies or in children or in the modern world—and this includes a large audience—this study is bound to prove of exceptional value.

Leonard D. White

University of Chicago

PREFACE

Everybody is talking about the movies, about what is wrong with them, what is right with them; whether they are moral or immoral. There are many who say they are the one and just as many who say they are the other, and in between there are those who say they are both and those who say they are neither. And there is always much talking and a very great deal of walking up and down on the platform.

These are all grown folk.

They are talking about movies, especially about children and movies.

I listened a long time and then slipped away and went in search of the children to ask them what they thought about it all—about children and movies.

And this book tells you what the children told me about movies.

There are many to whom I am indebted for assistance in the making of this study. Acknowledgment is due Miss Mary E. McDowell who waved the magic wand for the search to begin, and the Wieboldt Foundation who financed the quest.

I am especially indebted to Professor Leonard D. White, of the University of Chicago, whose inspiration and encouragement made possible the undertaking of this research and whose constant interest and wise counsel from time to time were of inestimable value; to

Professor T. V. Smith, of the University of Chicago, who read both the manuscript and the proof and whose many helpful suggestions greatly improved the work. I also am indebted to Professor Smith for suggesting the verses used at the beginning of chapters ii and vi.

Especial acknowledgment is due to Paul M. Mitchell who served in the capacity of "chief counsel" throughout the course of the research and the preparation of the manuscript. To him also is due the credit for the making of the charts and the preparing of the tables.

Among others who contributed to this study and to whom I owe a debt of gratitude are Professor Ernest W. Burgess, of the University of Chicago, and Ferris F. Laune, executive secretary of the Wieboldt Foundation; the Chicago executives of the Boy Scouts of America and of the Girl Scouts; the scout masters and the troop captains; the superintendents and teachers of the correctional schools; and the principals and teachers of the public schools utilized for the research.

And last but foremost do I thank the children, the 10,052 children of whom and for whom this study was made.

A. M. M.

Chicago, Illinois
September 11, 1929

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PART I
INTRODUCTION

CHAPTER I

THE MOVIE

. . . . A tale which holdeth children from play, and old men from the chimney corner.

—Sir Philip Sidney

As old as man is love for the story. As far back as the beginning of human experiences the story began, for it has always been man's nature to relate his experiences. Eons before records came into being there were tales of the happenings of the day. Story-telling began when imagination was given man.

All down through the ages as have come hope and fear, pleasure and pain, conquest and loss, have come also accounts of these by the spoken word, by picture, by writing, and by gesture.

Before the written word, symbols scratched on stones, sagas, and minstrels told the stories of the time. Then came the alphabet, and tales were recorded in writing. Later these were enacted and drama was born. All because man is a story-making, story-loving animal.

As each new method of story-telling came about, the old was not discarded but continued in its own way to gratify the story-wish of man. Then as if by the wave of a magic wand, so quickly did it happen, all of these methods combined into one, making the greatest story-teller of all time, the movie. The picture, the written word, acting, and now, with the latest triumph, the spoken word—all these instruments of story-telling are

blended, poured into a great mold and turned out for the use of the human family to constitute the most powerful narrator of tales the world has yet known.

The movie is the story-book of the age. Bound in a silver screen, teeming from cover to cover with tales of romance and adventure, achievement and failure, comedy and tragedy, flashing from its pages love and hate, shudders and thrills, laughter and tears, it is man's daydream for the moment come true. Here the story in its most realistic form passes before his very eyes, the moving, breathing images of his own experiences or of experiences he wishes he might have or fears he might have.

The whole world sits and turns the pages of this huge story-book. It goes into the most remote corners of the earth and remains popular on Broadway. Movies made in America alone are sent into seventy countries, and the titles are translated into thirty-seven different languages.[1] The same pictures that are laughed at and wept over amid the rush of hurried cities are eagerly awaited in the little one-street villages.

The universal popularity of this "best seller" is legend. Various estimations have been made as to the number of people who attend the movies. Some authorities in the motion-picture industry fix the attendance in the United States at 100,000,000 a week.[2] Approximately $2,000,000 are spent daily in this country to see movies.[3]

Every experience known to man is woven into the stories that are spread upon the screen. Every emotion

[1] *The Film Daily Year Book* (1927), p. 9.

[2] *Ibid.* (1929), p. c.

[3] *Ibid.*

of which man is capable is played to by this mighty narrator. These stories are told in language so vivid as to engage and so clear as to impress the simplest minds. "Adolph Zukor, head of the largest film producing, distributing and exhibiting organization in the world," says a writer in the *Annals of the American Academy of Political and Social Science* for November, 1926, "has publicly found that the average movie-goer intelligence is that of a fourteen-year-old child."[1]

Children are the most enthusiastic story-lovers, and now the most enchanting story-book in the world has been placed before them. Herein they discover for the first time those fascinating tales reserved hitherto for grownups but which are now made clear to them. Those engaged in creating, binding, and selling this great book frankly state that the tales contained therein are made for adult entertainment. Every method by which the stories are advertised, the reviews of the plots, the billboards, and the posters, tell of the mature nature of the present-day film.

The fact that the movie as a rule is adult in theme and yet is depicted in a manner which is intelligible to immature minds has caused it to be questioned as an institution for children. The present research was undertaken to determine whether or not the motion picture is as important a factor in the life of the average child as is commonly thought. It is a study of the child's contact with the little everyday movie and the relation of this contact to other interests in his life. It is an inquiry into the movie experience of the city child.

[1] P. 72.

CHAPTER II

FIELD OF INQUIRY AND METHOD

The art of measurement would do away with the effect of appearance, and, showing the truth, would fain teach the soul at last to find rest in the truth.

—Plato

The material for the present research was furnished by 10,052 Chicago children representing three groups: average public-school children, juvenile delinquents, and a specific group of children who have a certain degree of organized leadership in their lives as the Boy Scouts and the Girl Scouts.

Data were gathered for the most part from children by means of written quizzes which were given in the classroom as regular school routine and under the supervision of the teacher. Further information was obtained through personal interviews in selected cases. Also group discussions were held and parents and teachers were consulted relative to particular points. The greater part of the material, however, was furnished by the children in the form of written quizzes.

Utmost care was exercised to formulate the questions clearly and to give them under conditions most favorable for accuracy in answer. Written questions were used rather than oral ones. Oral questioning is not only distracting to the child but it introduces a personal element which might cause him to color his answers by what he thinks the inquirer wishes him to say and might

interfere with his being perfectly frank. Children, as a rule, are very accommodating in the matter of giving the answers which they think are wanted. Precautions were therefore taken to secure conditions that would bring about the highest degree of frankness and honesty in the answers. Printed questions were simply handed the child by his teacher, and he was left undisturbed to write the answers the best he could. The investigator remained in the background except in cases where the teacher requested her presence. A careful check-up followed the quizzes.

Two quizzes were given to the children.[1] For convenience one was termed Quiz A and the other Quiz B. The questions for both quizzes were printed on legal-size paper, leaving space enough after each question for the child to write his answers. These questions were formulated in such a manner that they could be answered by one or two words, and great care was taken that no element of suggestion creep into them. For instance, in trying to determine the kind of pictures that attracts the child most, no list of motion pictures was furnished him as has been done in other studies of this nature where children were asked to check the movies they liked best. This limits the child in his answers and it is also suggestive. The naming of the types of pictures that hold the greatest attraction for him was in the present study left to the child.

For the sake of accuracy, the same question was asked in more than one way. To illustrate, the child was not only asked what kind of movies he liked best,

[1] Appendix I, pp. 151–53.

but he was requested to describe the type, to name the things he most enjoyed seeing in the pictures, and to give the titles of his favorite movies. A comparison of the answers to these four inquiries bearing on the same subject gave a very good idea of just what kind of pictures made the greatest appeal to the individual child.

Another example of this insistence on accuracy may be noted in the inquiry into the frequency of attendance. The child was asked how often he attended the movies; how many times a week he attended; how many times he went to the motion-picture theater the week of the quiz, the week before the quiz, and the week before that.

In both quizzes the child was asked to give his name and address. This was done to weed out duplications and to check the accuracy of the answers in so far as possible with the teacher or the parent and also to permit of a personal interview if desired. It was made clear to the child, however, that the giving of his name and address was purely optional. Children, as a rule, do not object to giving their names in such cases. On the other hand, they are usually proud to do so. There were less than a dozen out of the 10,052 who failed to place their names on the papers.

Quiz A was the shorter of the two quizzes and was the first to be given to the children. It was composed of questions bearing directly on the child's movie experience and furnished the data upon which is based Part II of this book. It sought to determine how often the child attended the movies and with whom he usually attended: parents, companions, or alone. It inquired into the time of day of the attendance, the most popular

day of the week for movies, and the length of time usually spent in the theater. Questions bearing on the type of theaters most frequently patronized, how the child obtained the necessary money for admission, and how he selected the movie he wished to see were also asked. Answers to these inquiries gave a picture of the child's contact with the movie, the nature of his experience with it, and the extent to which it enters his life.

Quiz A was answered in one school period and thus did not give the children the opportunity of talking over the questions between classes or at recess. They were unaware that another movie quiz was to be submitted to them. In so far as possible, the second quiz, Quiz B, was given to the same class under the supervision of the same teacher who gave Quiz A. In order to make this possible it was often necessary to wait until the next day to give Quiz B.

Quiz B furnished data upon which is based Part III of this book. It dealt with the relation of the child's movie experience to other interests in his life. It inquired into the place the movie holds with respect to other interests of the child, as outdoor sports, reading, and play. In this quiz, questions were asked regarding the child's likes and dislikes in movies, the scenes that made the greatest appeal, what things he liked best to see in the pictures and why.[1] These answers gave a picture of what the movie means to the child in the light of his everyday life.

[1] Further questions are contained in Quiz B, such as inquiries regarding the child's favorite actors and actresses. These are of minor importance and do not bear directly on the child's movie experience but furnish interesting material.

At the end of Quiz B the child was asked to write a short composition about a movie he had seen, to tell whether or not he liked it (with reasons), to name the characters he most admired, and to tell why he admired them. These compositions gave the child the opportunity of adding any information that might not have been elicited by the questions.

The same quizzes were given to all of the children in the three groups named above. In the case of the delinquent children the questions were worded a little differently. Because these delinquents were in the custody of institutions of correction where movie attendance is regulated by the authorities, it was simply made clear to them that they were to give information based on their contact with the movies before being committed to these correctional schools.

The three groups of children utilized for this research are the public-school child, the scout, and the delinquent. The public-school child was selected in order to obtain a sample of the average child and his contact with the movies. For comparison with this group a study was made of the movie experiences of the scout who has organized constructive leadership in his life and of the delinquent whose life is so unadjusted as to come in conflict with the law. The scout was chosen for the purpose of determining whether or not the movie is as well defined an experience in the life of a child who has definitely directed interests along other lines of recreation as it is in the life of the average city child who has no such guidance. And the delinquent group was selected to ascertain if children who not only do not

have constructive leadership but have negative factors making for maladjusted lives have the same relationship to the movies as do the scouts and the average public-school children.

Owing to the fact that there could be overlapping of these groups (all scouts are school children although all school children are not scouts, and the delinquents may be found in either or both of these groups), the scouts were studied separately and as an isolated group, while only those school children who are not scouts were counted in the school group. The delinquent group was composed of juvenile delinquents committed to institutions of correction by court procedure.

The public-school group was composed of 4,800 children representing many classes and types of neighborhoods. Eight public schools were utilized for this investigation. Four of these were grade schools and four were high schools,[1] thus furnishing two definite age groups, the younger school child or the child with grade-school experience, and the older school child or the child with high-school experience. In the case of the grade schools, however, only the last four grades—the fifth, sixth, seventh, and eighth—were studied. Children below the fifth grade were considered too young to write answers to the quizzes with sufficient accuracy.

The scout group represents both the Boy Scouts and the Girl Scouts. These were of the same ages as the public-school children and were drawn from all parts of the city. The quizzes for the Boy Scouts were given by the scout masters and those for the Girl Scouts were

[1] Appendix I, p. 153.

given by the troop captains. The scouts in the public schools were instructed not to answer the quizzes if they had previously done so. There was an intensive check-up to eliminate any duplications. Every neighborhood in Chicago has one or more Boy Scout troops, and practically every troop is represented in this study. There were 3,833 scouts who answered the quizzes, 3,114 of whom were Boy Scouts.

The group of delinquents consisted of 1,419 boy and girl offenders who were committed to correctional institutions in and near Chicago. The institutions utilized for this study are the Chicago Parental School for Boys, a school for truants and incorrigibles between the ages of seven and fourteen committed by the judge of the Juvenile Court; the Chicago and Cook County School for Boys, a school for delinquent boys between the ages of ten and seventeen who are also committed through the Juvenile Court; the St. Charles School for Boys, a state institution for delinquent boys between the ages of ten and seventeen committed by the courts; and the State Training School for Girls, for delinquent girls between the ages of ten and eighteen, corresponding to the St. Charles School. A few delinquents were also studied at the Juvenile Detention Home, an institution where children are held pending disposal of their cases by the Juvenile Court.

As in the case of the public-school group, the quizzes were given to the delinquents in the classrooms of the schools that are held at the several institutions. Also the same ages and the same grades were studied. In addi-

tion to the written quizzes, personal interviews were held in selected cases.

The written quizzes answered by the 10,052 children furnished the material upon which is based the statistical analysis of this study. In the following pages these statistics tell the story of the city child's movie experience and the relation of this experience to other interests in his life.

PART II

THE MOVIE EXPERIENCE OF THE CITY CHILD

The childhood shows the man
As morning shows the day.

—Milton

CHAPTER III

THE CHILD GOES TO THE MOVIE

Ye are better than all the ballads
That ever were sung or said;
For ye are living poems,
And all the rest are dead.

—LONGFELLOW

"If it were not for the children, I should have to close my theater as 85 per cent of my audience is made up of them." Thus spoke a movie-theater manager in a crowded neighborhood of Chicago. Other managers have expressed similar opinions, though in terms more conservative.

To what extent movie audiences in a large city are composed of children can only be approximated, as it seems there are no data available on the number of half-rate or children's tickets sold. Even if these statistics could be had, they would be of little value in determining to what degree the average movie audience is made up of children, for the half-rate admission fee applies only to those under twelve years of age.

After watching a Saturday- or Sunday-afternoon movie crowd pour out of a neighborhood theater, one would be inclined to take more seriously the foregoing statement of the manager. But it must be borne in mind that Saturday and Sunday are especially convenient movie days for children and that there is a greater juvenile attendance at this time than at any other time of the week.

Practically all children of all classes go to the movies. The frequency with which they go is, of course, determined by such factors as home environment, parental supervision, directed interests, and finances. But they go. Some attend only occasionally and when accompanied by parents or other adult members of the family. A larger number attend when and how they choose. But they all go as a matter of course.

From the point of view of the average child, it is now his natural right to go to the movies, just as he has always looked upon play as his rightful inheritance. No longer is it a special privilege for him to be allowed the movie. It belongs to him, and to be deprived of it is for him to feel himself the victim of a great injustice.

One little fellow at the Juvenile Court in trying to place the blame for his delinquency complained of his mother's indifference to his welfare; and, listing her shortcomings, added in an aggrieved tone of voice, "And she don't give me but twenty-five cents a week to go to the movies." To his child mind this was as great a mistreatment as the other things that he had named in connection with her incompetency. He was being denied something that rightly belonged to him.

That children as a class patronize the movies is an established fact. The extent to which they attend is an important factor in relation to their movie experience. Of the 10,052 children studied there were only 168 or 1.7 per cent of them who reported that they did not go to the movies at all.[1] One little grade-school boy of twelve sighed with all the hopelessness becoming to one

[1] Appendix II, Table I, p. 154.

of seventy misspent years, "Never in all my life did I go to the movies." His parents because of their religious beliefs had not permitted him this indulgence. In fact, the majority of the 168 who reported that they did not go to the movies gave religious restrictions as the reason.

There were two children, however, who said that they did not attend the movies because they did not like them. These two frank admissions were made during a group discussion and immediately cast an amazed silence over the others present. It was beyond their companions' comprehension that anyone did not like the movies. They were confounded, unbelieving, and disgusted. Finally, the spokesman of the crowd dismissed the matter with a blunt gesture of the hand and, "Something's th' matter wid youse guys." The affair was settled and the discussion resumed with side-swiping glances of bewilderment and contempt now and then at the two who had heretofore seemed no different from the rest of "the bunch."

The present research shows that 90.6 per cent or 9,014 of the 10,052 children attend the movies at regular intervals.[1] They go from once a month to seven times a week.[2] Isolated cases, especially among the delinquent group, reported as many as eight or nine movies a week, explaining that they went twice on Saturdays and Sundays. Several delinquent boys said that before they were committed to institutions they would spend an en-

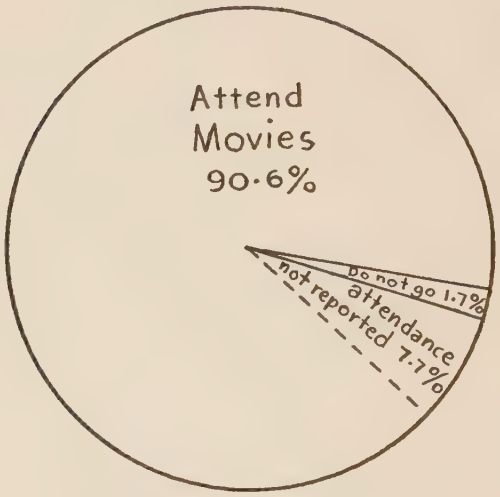
[1] There were 770, or 7.7 per cent, of the children who did not report how often they attend the movies.

[2] Appendix II, Table I, p. 154.

tire day going from one show to another. One boy stated that he "took in" four movies every Sunday as well as one every night of the week.

A high frequency rate of movie attendance was found for the most part among the juvenile offenders. There were a few public-school children who reported

CHART I



MOVIE ATTENDANCE OF 10,052 CHILDREN

that they go to the movies "pretty nearly every night and twice on Sunday," but less than one-half of 1 per cent of the scouts showed a high frequency rate of attendance.

The majority of the children go to the movies on an average of once or twice a week. Combining the three groups studied there were 64.1 per cent of the entire

10,052 children who reported that they attend that often.[1] A few go less than once a week. A fourth of the Girl Scouts reported that they do not attend the movies more frequently than once or twice a month. Some attend only a few times a year.[2]

If frequency of attendance can be taken as an indication, it appears that boys care more for movies than do girls. It was found that although the percentage of boys who attend once or twice a week is approximately equal to the percentage of girls who go that often, in the matter of a higher frequency rate of attendance the number of boys who attend from three to seven times a week is double that of the girls. There were 15.5 per cent of the boys who reported that they attend movies three to seven times a week as compared with 8.1 per cent of the girls who attend that often.[3]

Among the public-school children it was found that early adolescents seek movies more frequently than do the later adolescents. In the case of the delinquent group, however, the opposite is true. The older the delinquent child, the more frequent a movie-goer he appears to be. This does not necessarily mean the older in chronological years. It applies more specifically to those who are older in delinquency experience. For instance, the boys at the St. Charles School for Boys, the institution to which are committed the more serious offenders and the recidivists, revealed that 52 per cent of them attended the movies from three to seven times a week before their commitment, while the boys from the Parental School for Boys, who are for the most part

[1] *Ibid.* [2] *Ibid.* [3] *Ibid.*

truants, reported that 40.5 per cent attended the movies from three to seven times a week.[1]

Both of these percentages are high. The difference in the ratio is not as great as in the case of the grade-school boys and the high-school boys, the former of whom have a rate of three to seven times a week attendance, just double that of the latter.[2] The ratio for the girls of the two groups is practically the same as that of the boys.

The fact that children in the fifth, sixth, seventh, and eighth grades patronize movies more frequently than do the high-school pupils is contrary to the popular belief that older children attend more often than do younger ones. It is only natural that the high-school pupil shows a lower frequency rate of attendance at the movie theater, for he has many more outside interests that fill his after-school hours than has the grade-school child. For him there are clubs, dances, and outdoor sports. There is always someone in a group of high-school pupils who has reached the legal age for driving an automobile, and the exhilarating joy of spinning along the gasoline trail with some of the "crowd" far exceeds even the thrill of a movie. A later chapter will show that auto-riding is the one "sport," and the only one, that is unanimously given preference over the movie.

There seems to be only a slight relation between the proximity of the movie theaters to the homes of the children and the rate of juvenile attendance at these

[1] Appendix II, Table II, p. 154.

[2] Appendix II, Table III, p. 155.

theaters. In a neighborhood in which there are few motion-picture houses the attendance rate of the children is practically as high as that of children who live in a community which is thickly spotted with movie theaters. In a district that is more residential than business it appears that children patronize the movies as frequently as do children who live in a community that is for the most part commercial. The present research shows that children seek the movies regardless of distance from their home.

The neighborhood in which is located one of the high schools selected for this study, the Calumet High School, is for the most part residential. Within a radius of a mile of this school there are only four movie theaters. Children who live in this community attend the movies almost as frequently as do the pupils from Hyde Park High School, which is located in a district that is quasi-commercial and where movie-houses are numerous. There are twelve theaters within a radius of a mile of this school.

The data in Chart II show that there is only a slight difference in the rate of attendance of the children from these two schools which are located in different-type neighborhoods.[1] The pupils from Calumet High School reported that 60.7 per cent attend the movies once or twice a week, while the pupils from the Hyde Park High School showed that 70.5 per cent attend as frequently as this.

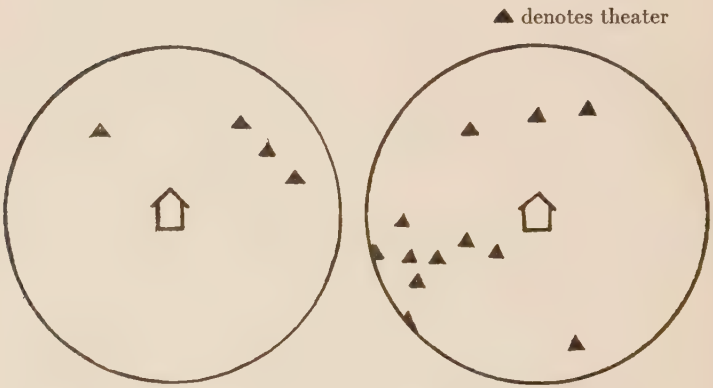
A comparative study of two grade schools that are located in neighborhoods similar to those of the two

[1] Appendix II, Table IV, p. 155.

high schools further illustrates the fact that the juvenile attendance rate at movies is not influenced by the proximity of the theaters to the children's homes.

The Wentworth Grade School like Calumet High School is located in a residential neighborhood. Within a radius of a mile of this school there are eight moviehouses. Contrasted with this community is a district

CHART II



Motion-Picture Theaters within Radius of One Mile of Schools

in which is located the John Fiske Grade School. This neighborhood corresponds to that of the Hyde Park High School. Within a radius of a mile of the Fiske School there are thirteen movie theaters; yet the attendance rate of the children who live in this district is not much higher than that of the children who live in the community surrounding the Wentworth School.

A comparison of the attendance rate for these two schools is shown by the following excerpt from Table V:[1]

	Attend Movie Once or Twice a Week
	%
Boys:	
John Fiske Grade School	75.6
Wentworth Grade School	63.8
Girls:	
John Fiske Grade School	72.2
Wentworth Grade School	60.8

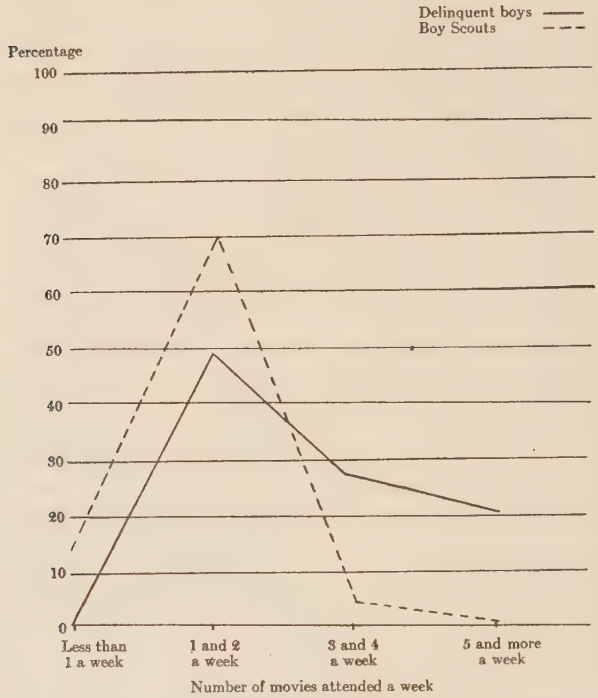
The most outstanding factor which apparently influences the frequency of juvenile attendance at the movies is the degree to which some organized recreational interest enters into the life of the child. Home environment and parental supervision play important parts in determining the extent of his contact with the movies. But more influential than these is a definite interest that has been consciously directed into other fields of recreation. Left to themselves the children apparently turn to the movies for entertainment. With some guidance toward other outlets such as is offered by the Boy Scouts and similar organizations, interests are placed elsewhere and attendance at the movies is lowered.

This is illustrated by a comparative study of the Boy Scouts and the delinquent boys. The Boy Scouts constitute the group which offers definite organized interests, while the delinquents are of the class which is for the most part left to seek unguided its own recreation.

[1] Appendix II, Table V, p. 156.

Delinquent boys attend the movies more frequently than do Boy Scouts.[1] For this study Boy Scouts were drawn from all over the city. In the matter of compar-

CHART III



Comparison of Movie Attendance of Boy Scouts and Delinquent Boys

ing their rate of attendance with that of delinquent boys, however, special attention was given to those troops that are located in neighborhoods which yield

[1] Appendix II, Table VI, p. 156.

the greatest number of delinquents. There was no appreciable difference in the rate of attendance of the scouts from these neighborhoods as compared with the scouts from other parts of the city. Chart III is based on the figures as given by the scout group as a whole.

Although there are more scouts than delinquents attending the movies once or twice a week, there is a greater number of delinquents who go from three to four times a week than there are scouts who attend as frequently as this. Chart III shows that 69.4 per cent of the scouts go to the movies once or twice a week while 48.9 per cent of the delinquents attend this number of times. But there are 27.2 per cent of the delinquents who go three or four times a week while only 6.9 per cent of the scouts attend that often. And again there are 20.4 per cent of the delinquents who attend the movies from five to seven times a week while only 0.4 per cent of the scouts go so frequently. For less than one attendance a week, the delinquents show 1.6 per cent while the scouts show that 14.2 do not attend oftener than that.

Of the delinquent boys studied there were very few who did not attend the movies regularly before their commitment to correctional schools. Of the 1,040 there were only 7 who did not go at all. Of the 3,114 Boy Scouts it was found that 43 do not patronize the movies at any time.

As in the case of the delinquent boys and the Boy Scouts so also for the delinquent girls and the Girl Scouts.[1] Before commitment by the court the delin-

[1] *Ibid.*

quent girls patronized the movies more frequently than do other girls of the same age. The delinquent girls did not attend, however, as often as did the delinquent boys.

It was found that while 28.7 per cent of the delinquent girls patronized the movies on an average of three or four times a week, only 2.6 per cent of the Girl Scouts attend that often. And while 9.7 per cent of the delinquent girls went to the movies from five to seven times a week, only 0.1 per cent of the Girl Scouts reported this attendance.

The extent to which a child is exposed to the movies is in direct proportion to certain factors that enter his life. Delinquent children attend the movies more frequently than do other children. Scouts go to the movies less frequently than do other children but they go regularly. The only difference between the movie attendance of a child who has directed interests in his life and the child whose recreation is left to his own guidance is in degree.

The majority of children come in contact with the movie once or twice a week. Any institution that touches the life of a child with this persistent regularity becomes of high importance to his welfare.

CHAPTER IV

THE MOVIE HOUR

An' all us other children, when the
supper things is done,
We set around the kitchen fire an'
has the mostest fun
A-list'nin' to the witch-tales 'at
Annie tells about,
An' the Gobble-uns 'at gits you
Ef you
Don't
Watch
Out!

—James Whitcomb Riley

The old-fashioned story hour is giving way to the modern movie hour, a bit reluctantly, a bit relieved. The former after-dinner cry of "Mother, tell us a story" is growing faint amid the din of "Mother, may we go to the movies?"

The extent to which the child is exposed to the movies is no more important a factor in his movie experience than is the time at which the exposure takes place.

The movie hour, like the story hour, comes to most children in the evening.

It is the general opinion that children usually patronize the movie theaters in the afternoon. For a long time matinées have been regarded as belonging primarily to them. The managers of the theaters would

like to feel that this is true. They put forth every effort to encourage afternoon attendance for children as their adult patronage objects to an overconsciousness of juvenile appreciation at the evening performance.

The children, however, have another view on the subject. Even though the matinée is the same as the evening program, to them the show at night has added attractions. The magnetism of the sparkling atmosphere that permeates the approach to the theater, the electric signals flashing out the call of the screen, the soft, alluring lights in the lobby enhancing anticipation—all lend enchantment to the evening attendance.

The present investigation reveals that children attend movies more frequently at night than they do in the afternoon. In a later chapter it is shown that the majority of children are not accompanied to the theater by their parents or older relatives, but that they attend with companions of their own age. It is not an uncommon sight to see little clusters of children emerge from a movie-house late at night and scurry down the street.

It was found that of the total 10,052 children studied, 43.2 per cent attend the movies in the evening exclusively and 25.4 per cent go both afternoon and evening. There were 29.2 per cent who reported attendance for the afternoon only. The others gave no special time for going to the movies.[1]

In the public-school group the older children are more inclined to go to the movies at night than are the younger ones. High-school pupils reported a higher

[1] Appendix II, Table VII, p. 157.

evening attendance than did grade-school children as is shown by the following data from Table VII:[1]

	Afternoon Attendance	Evening Attendance	Afternoon and Evening Attendance
	%	%	%
High-school boys	16.8	56.0	25.8
Grade-school boys	37.9	45.6	14.0
High-school girls	20.8	45.5	30.9
Grade-school girls	38.7	38.6	18.5

High-school pupils are dismissed from school later in the afternoon than are the grade-school children and, therefore, there is not as much time to attend a show before dinner as there is in the case of the children in the lower grades. There are also various kinds of interests, as organizations, meetings, and clubs, which hold the attention of high-school pupils directly after school hours and which do not come, as a rule, into the experience of the grade-school children. High-school pupils are of the "dating" age, and movie dates as well as other dates are much more interesting in the evening hours.

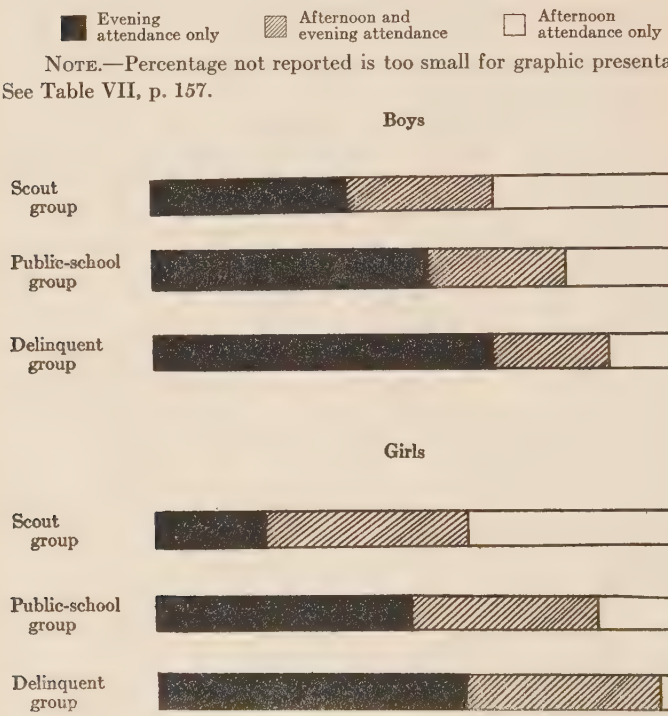
Boy Scouts do not show a marked preference for any particular time of day for going to the movies.[2] There is little difference in their rate of attendance for the afternoon and the evening performances. Twice as many Girl Scouts, however, go to the movies in the afternoon as go at night. Also it is shown later in this chapter that Girl Scouts restrict their movie-going al-

[1] *Ibid.*

[2] *Ibid.*

most entirely to the week-end. Compared with public-school girls who are not scouts only half as many Girl Scouts attend the movie in the evening as do public-

CHART IV



NOTE.—Percentage not reported is too small for graphic presentation. See Table VII, p. 157.

COMPARISON OF TIME OF DAY OF MOVIE ATTENDANCE OF THE THREE GROUPS

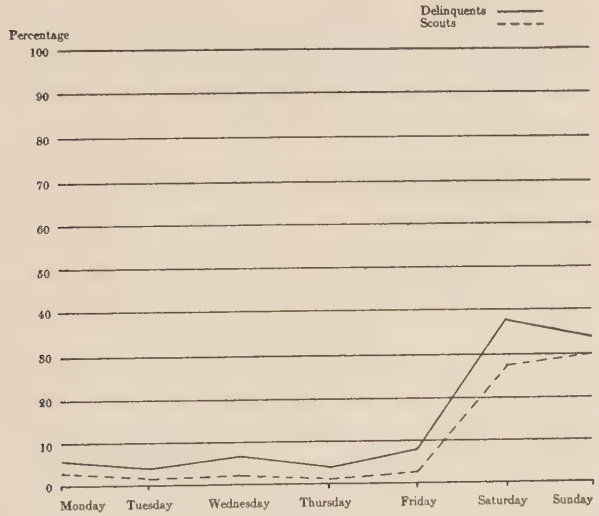
school girls, and only one-third as many as delinquent girls.[1]

Delinquents attend the movies more frequently in

[1] *Ibid.*

the evening than do children in either of the other two groups. Sixty per cent of the delinquent boys before commitment to institutions attended the movies exclusively at night, and 16.1 per cent attended both afternoon and evening.[1] There were 55.5 per cent of the girl of-

CHART V



COMPARISON OF TIME OF MOVIE ATTENDANCE OF BOY SCOUTS AND DELINQUENT BOYS

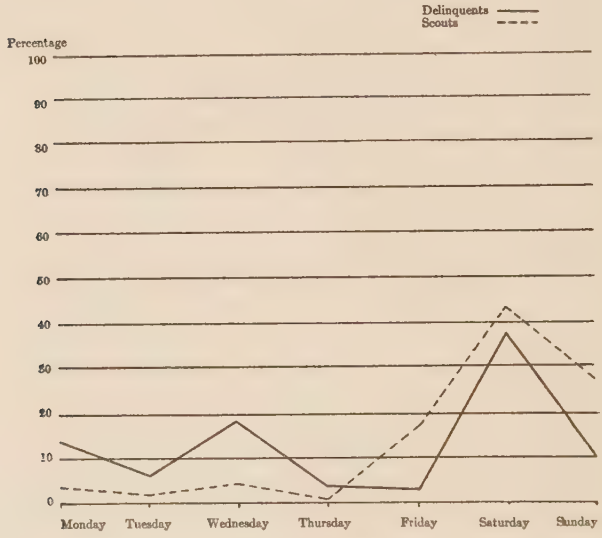
fenders who went to movies exclusively in the evening before their commitment, and 32.7 per cent who attended both afternoon and evening.

The less there is of parental control, favorable home conditions, and directed interests in a child's life, the more he heeds the lure of the night call and ventures out

[1] *Ibid.*

on to the bright streets, seeking his own amusement. The gang is there and the movie is just across the way. On the other hand, the more there is of proper supervision, wholesome environment, and guided recreation in a child's life, the more likely he is to attend the movies

CHART VI



COMPARISON OF TIME OF MOVIE ATTENDANCE OF GIRL SCOUTS AND DELINQUENT GIRLS

at such times as will interfere least with important factors in his well-planned routine, as home study, sufficient sleep, and outdoor recreation.

Saturdays and Sundays are the most popular movie days for children.

Of the entire 10,052 children studied 60.4 per cent

of them go to the movies some time during the week-end.[1] They attend either on Saturday or Sunday and either in the afternoon or in the evening. Eleven per cent of them reported that they go on any day or have no special day of attendance. Some of these very likely attend on Saturday or Sunday, thus raising the week-end attendance rate.

The following data show the concentration of movie attendance at the week-end for the three groups:[2]

	Boys	Girls
	%	%
Delinquent group	57.6	44.5
Public-school group	58.1	50.9
Scout group	72.7	65.2

At the little neighborhood theaters managers make a special effort to attract children to the movies on week-ends. For purposes of this discussion Friday is not counted in the week-end, as Saturday and Sunday are generally regarded as the logical days for children at the movies. The Friday evening attendance will be dealt with later in the chapter. Saturday especially is looked upon as children's day. This is usually the day on which are shown the serials, those films which come in chapters, each of which breaks off tantalizingly at some hair-raising and goose-fleshing point, as when huge iron doors with spikes gradually close in on the hero who remains peacefully oblivious to his impending danger, with every child in the audience shrieking at him to "look out," until the last 100 feet of film when he be-

[1] Appendix II, Table VIII, p. 158. [2] *Ibid.*

gins to sense his inevitable fate and makes a desperate jump to safety which is interrupted in midair by "Continued at this theatre next Saturday." Or it may be that the heroine is left in an equally awkward and uncomfortable position for the next six days—for instance, hanging by her blond hair over a vat of boiling oil, with her hair beginning to slip—or is it the hook?

These pictures on the instalment plan meet with an enthusiastic demonstration on children's day at the movies as also do the westerns and other thrillers that are especially prolific on Saturdays. Programs consisting of "Double Features" are usually shown during the week-end. This is always an added attraction for the children as on these occasions they see two features or main pictures instead of the customary one.

As far as the attendance of juveniles and the efforts of managers to attract them to the theater on Saturday and Sunday are concerned, the week-end might be called movie-time for children. The majority of the pictures exhibited on these days, however, are adult in theme, as they are throughout the week. Although there is a concentration of juvenile attendance on Saturday afternoon, not even then are the pictures, as a rule, primarily for children.

The motion picture is the only art that attempts to appeal to all ages by the same standard of intelligence. Books, plays, pictures, and even music are created especially for children. The movie is administered to juveniles in adult doses.

At some of the neighborhood theaters special matinées are given for children. This does not mean that

the pictures are especially adapted to juveniles. The fact that a horse or a dog is the main character in a film does not signify that the movie is necessarily a children's movie. So far motion pictures for juveniles are not being produced. Of course there are some films that are quite appropriate for children, but in the sense that books are being written and published primarily for the juvenile public movies are not.

There has been, however, an attempt made to arrange programs for children's matinées but these have proved unsuccessful, for they did not accomplish the purpose for which they were planned, namely, to give children children's pictures.

These movies were not originally created for children. They were made at first for adults and then later re-edited presumedly to suit juvenile minds. The length of time, however, which elapsed between the creating of them for adults and the re-creating of them for children was so long that the pictures became quite old fashioned. Children are as discriminating as grown folks when it comes to wanting their movies to be of the latest edition. Who wants to see Marguerite Clark demurring about with her ankles draped in merchandise when just around the corner Clara Bow with a splash of "It" is jazzing up? Surely not the papas. And no more so do the children.

Although the Saturday and Sunday movies seem to belong to the children as far as attendance is concerned, there is not an audience during the entire week that does not have its quota of children. The degree of juvenile patronage during the week varies with the three

groups. With the public-school group and the scout group there is a decided falling-off of attendance at the movies beginning with Monday and extending to the week-end. On Friday there is an abrupt rise in the attendance rate for high-school pupils, but for grade-school children the increase does not take place until Saturday. Friday night is date night for high-school pupils, and there is usually a good date picture on for that evening.

The following excerpt from Table VIII shows the rate of attendance throughout the week for the grade-school children and for the high-school pupils:[1]

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	No Special Day
Boys:	%	%	%	%	%	%	%	%
Grade school	5.1	3.0	3.8	2.6	3.8	34.6	39.5	4.7
High school	2.7	2.5	3.8	1.7	15.9	24.9	23.5	21.3
Girls:								
Grade school	5.4	2.2	5.1	4.6	6.0	32.2	33.9	5.4
High school	3.2	3.6	6.8	2.1	16.8	25.5	20.1	17.1

The delinquents show a higher rate of attendance on week days than do the other children.[2] For both the delinquent boys and the delinquent girls there is an increase in attendance on Mondays and Wednesdays with a decrease in the rate on Fridays. The delinquent girls show a decidedly lowered rate of attendance on Sundays as compared with the delinquent boys:[3]

[1] *Ibid.* [2] *Ibid.* [3] *Ibid.*

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	No Special Day
	%	%	%	%	%	%	%	%
Delinquent boys	7.8	4.1	6.0	2.1	2.4	28.1	29.5	15.8
Delinquent girls	11.8	6.7	16.6	3.7	2.1	37.3	7.2	11.3

On whatever day it occurs the movie hour varies in length for the three groups in question. The average program lasts one hour and forty-five minutes. It usually consists of a news reel, a short comedy, and a feature picture besides the advertisements of the "Coming Attractions."

Children pay for one performance but in many cases they stay for several. Sometimes the following admonition is flashed on the screen: "Jimmie Jones, your mother phoned for you to come home to supper. You have been in the show since lunch time." The practice of the children staying in a theater all afternoon or all evening has become so widespread that the managers have had to devolve ways in which to meet the problem. In some of the neighborhood theaters ushers turn those children out who have been in the house long enough to witness an entire program. The children evade this either by hiding under the seats or else by changing from one side of the theater to the other at the end of each performance. In this way of course they change ushers. Some managers issue late checks that permit a child to stay for the next show if he comes in late. Many children purposely seek admission to the theater after

the program has started in order to obtain a late check so that they can see at least a show and a half.

The length of the movie hour, however, is in direct proportion to the degree to which other interests engage the child. Here again the delinquents are the greatest indulgers and the scouts the least. The public-school group of non-scouts comes in between. This is shown by the following data from Table IX:[1]

	Stay in the Movie for Two Shows	Stay in the Movie for More than Two Shows
	%	%
Delinquent boys	30.5	13.9
Public-school boys	16.2	1.9
Boy Scouts	13.8	1.4

The scores for the girls in the three groups is practically the same as that for the boys. The delinquent girls show that a larger number remain in the movie for two and three performances than for one. This is not

	Stay in the Movie for Two Shows	Stay in the Movie for More than Two Shows
	%	%
Delinquent girls	44.3	12.9
Public-school girls	15.3	2.0
Girl Scouts	12.1	1.0

true of the other groups. Fifty-six per cent of the delinquent girls stay for more than one program.

There are some children who stay in the theater protracted lengths of time for reasons other than to see the

[1] Appendix II, Table IX, p. 159.

picture again. A few of the delinquents reported that they remain in the show after they have seen the program through because "it is warm there and there is no other place to go except home." Many said that it is "a great place in which to have a hot date" and that it "offers almost as good possibilities for privacy as does the automobile."

These cases, which are familiar to social workers and Juvenile Court workers, are out of the sphere of this study. Conditions that might ensue from children sitting in darkened movie-houses over long periods of time unsupervised by grown-ups are not dealt with in this book, as the present research is confined to the contact of the child with the motion picture itself and the relation of this contact to other factors in his life.

CHAPTER V

WHO TAKES THE CHILD TO THE MOVIE?

There's not one here but it would follow me,
For all your bleating.

—Josephine Preston Peabody, *The Piper*

Out of apartment buildings and homes, down the streets gleefully dancing and skipping, the children follow an imaginary Pied Piper away to a magic hollow where placed in rows, little shoes to little shoes, they sit entranced by the tales that are so bewitchingly laid before them. Behind there is no village of Hamelin gone frantic because the children have disappeared. Everyone knows that they are at the movies and will come back again.

Children usually attend the motion-picture theaters in groups and unaccompanied by adults. Just as they best enjoy playing with each other so they gather about them companions near their own age with whom to witness a movie. Pleasure is always enhanced if experienced jointly. This is especially true of children.

On the way to the theater the child's anticipation of the movie to come is doubled if he walks beside some one of the "crowd" who with him speculates on what the film will be about and who shares with him memories of other pictures seen. Entering a movie theater children as a rule seek the front seats. There they find other children and are closer to the screen. The fact that they cannot see the pictures so well at close range

does not occur to them. Their one thought is to be as near the field of action as possible, and so they have formed the habit of congregating in the front rows much to the consternation of the theater managers, who, realizing the strength there is in numbers, are constantly trying to calm expressed appreciations in consideration of the other patronage.

Sitting beside each other unhampered by adult admonitions, the children's movie pleasure is increased many fold. They laugh with each other, they shudder together. They shriek and yell in unison at the high peaks of the thrills. Then the enjoyment of the movie is prolonged if the picture can be talked over afterward as the children tumble out of the theater and scamper home, pushing and romping, calling to mind outstanding points in the picture with, "Didja see that skinny guy trying to git that other feller?" "Man! I was scared." "Whataja know 'bout it. . . ," and thus on down the street they go, chattering over what they have just seen, with little snatches of mimickings punctuating their narrations and exaggerated gestures emphasizing the points they are recalling. What delicious freedom to be out with the crowd with no grown-ups to subdue unrestrained enthusiasm!

The present research found that children not only prefer to attend the movies unaccompanied by adults but that the largest number of them actually go either with companions their own age or alone.

In every one of the groups utilized for this study the majority of the children reported that they are not accompanied to the motion-picture theater by their

parents. This is significant in view of the fact that in a former chapter it was pointed out that the majority of the children studied go to the movies in the evening. The following data from Table X show what percentage of the children in the several groups attend the motion-picture theater without benefit of parents:[1]

	Accompanied to the Movies by Parents	Unaccompanied to the Movies by Parents
	%	%
Delinquent boys	17.6	80.8
Boy Scouts	25.6	72.5
High-school boys	22.6	75.7
Grade-school boys	20.1	76.8
Delinquent girls	23.9	75.3
Girl Scouts	44.9	53.8
High-school girls	35.0	62.2
Grade-school girls	31.9	63.3

Approximately three-fourths of the children in almost every one of the groups studied do not go to the movies with their parents. In the case of the Girl Scouts, however, almost 50 per cent of them are accompanied by their mothers and fathers. Of those children who do not attend with their parents, there are about 10 per cent in each of the groups, except in the case of the high-school boys, who are accompanied by older brothers and sisters, as is shown in the complete table.[2] This raises the score of those accompanied by adults about ten points, but even then the score for attending without adults is approximately 60 per cent.

[1] Appendix II, Table X, p. 159.

[2] *Ibid.*

The majority of the children in every one of the groups except that of the Girl Scouts attend the movies with companions near their own age. Almost 50 per cent of these children reported that they go with their friends, while the Girl Scouts show that 35 per cent attend with companions near their own age. This is due to the fact that a large number of Girl Scouts attend with their parents.

It is generally thought that older children are more inclined to go to the movies with their friends than are the younger ones, who, it might seem, would be more likely to be taken by their parents. But the present study found that almost as many of the younger children attend the movies with companions their own age as do the older children.[1]

	Attend with Friends %
Grade-school boys	44.3
High-school boys	54.0
Grade-school girls	38.5
High-school girls	49.2

Juvenile delinquents are usually thought of in terms of gangs, and so it is not surprising to find that almost 50 per cent of the delinquent boys utilized for this research reported that before commitment they always attended the movies with their friends. It is interesting to note that there is only a slightly smaller number of Boy Scouts than delinquent boys who go to the movies with companions their own age, and only a slightly higher number of Boy Scouts than delinquent boys who

[1] *Ibid.*

go with their parents, while the score for attending alone is practically the same for both groups.[1]

	Attend Movies with Friends	Attend Movies with Parents	Attend Movies Alone
	%	%	%
Boy Scouts	40.6	25.6	21.7
Delinquent boys	47.0	17.6	21.5

The comparison of the Girl Scouts and the delinquent girls is more striking:

	Attend Movies with Friends	Attend Movies with Parents	Attend Movies Alone
	%	%	%
Girl Scouts	34.9	44.9	8.2
Delinquent girls	48.7	23.9	13.7

Boys go alone to the movies more often than do girls. The data show that 20.2 per cent of the boys studied attend the motion-picture theaters unaccompanied by anyone, while only 6 per cent of the girls go alone.[2] The Boy Scouts and the delinquent boys show the highest scores for attending the movies unaccompanied. Almost a fourth of the boys in each of these groups reported that they do not go with anyone. The high-school girls show the lowest score, reporting only 2.9 per cent for attending unaccompanied.

The greatest number of the children of both sexes in the three groups, however, attend the motion-picture theater with their companions. Just as they go in little groups to the playgrounds for their games, so they seek

[1] *Ibid.* [2] *Ibid.*

the movies in the company of others near their age. On the playground children are playing with children. In the movie they are sitting intently watching a very grown-up, sophisticated, and beloved companion play for them. Parents are usually careful that their children do not associate with older children for fear that "they will learn things they should not," and so they send them to the movies, which are adult and sophisticated in theme. They send them alone or with little friends but they do not take them. The movie is always near by, and the children do not have to go far from home to attend it.

How far from "home" they go is a matter for further research.

CHAPTER VI

FOR THE PRICE OF ADMISSION

When first my way to fair I took,
Few pence in purse had I:
And long I used to stand and look
At things I could not buy.

—A. E. Houseman

"Which would you prefer, a lollypop or a movie?"

The answer is almost invariably, "Why can't we have both?" But if it comes to a "showdown," as the children say, where an actual choice has to be made, the movie wins every time. Many mothers proudly state that children now spend their pennies for an afternoon movie rather than for "all-day suckers," as the mothers did when they were children.

There has been no scientific investigation made as to whether or not the candy stores have suffered any marked loss because of the popularity of the movies. But present indications point to the fact that the chewing-gum business has increased, judging by certain rhythmic movements discerned across a darkened audience of juvenile profiles. One little boy of twelve said, "Movies make my head ache 'cause I chew gum so hard when I get excited."

Whether or not children prefer to spend their pennies for a show rather than for confections cannot be determined by any better source than the children themselves. They declare that they would rather go to a

movie than to eat. Their feelings in this matter, however, are influenced by the time of day the question is asked.

It is reported by some school-teachers that many children make a practice of saving out pennies from their lunch money every day in order finally to accumulate the price of admission to a "picture show." One of these children explained, "A coupla pennies a day off your lunch money ain't missed if you eat slow and then you can go to de show on Saturday."

In some cases children have been known to go entirely without their lunch in order that the money that would have been spent for food might be used for a movie ticket.

Children will work to earn money to go to the movies when no other incentive can induce them to do so. They work for their parents or they work for other people, running errands or doing little odd jobs. Often they earn the total price of admission on one job. Frequently, however, they must accumulate a movie fund, penny by penny.

Some children have a regular allowance, a portion of which is set aside for motion-picture entertainment. But most of them secure money for admission to the movies by simply having their parents give it to them, as a matter of course and with little ceremony. However, the degree of ceremony varies with cases.

A few children obtain the price of admission to the motion-picture theaters illegitimately. In crowded districts and in poor neighborhoods, children are sometimes seen begging on the streets for money to go to the

movies. Some of these beg outright for the whole cost of a ticket while others ask for a penny here and a penny there from passers-by to help make up the total price.

On a Saturday or a Sunday afternoon while passing through the near vicinity of a motion-picture theater in some sections of Chicago, it is not an uncommon experience to be approached by a child holding up a begrimed little palm on which lie three or four pennies, and have him plead for "just one more so I kin go to de show."

In a few cases children admit stealing money in order that they may attend the movies. From some mothers comes tearful information that their children take money from the traditional sugar bowl or its modern equivalent for the purpose of attending a motion-picture theater when they "would not think of doing such a thing for any other purpose."

Children are known to employ all manner of means to gain admission to the movies. A few come in conflict with the law because of some of these means. Not only are begging and stealing sometimes resorted to if money is not forthcoming from any other source, but there have been cases where prostitution has been practiced in order to obtain funds for movie tickets. A policewoman tells of two little girls, twelve and thirteen years of age, who prostituted themselves for fifteen and twenty cents each that they might have the price of admission to the movies.

The present research shows that the majority of the 10,052 children studied obtain money for movie entertainment in a legitimate manner.[1] A comparative few

[1] Appendix II, Table XI, p. 160.

reported illegitimate means of procuring the admission fee. It is probable that if the children did not secure the money in a legal way they would not admit it. The few cases reported gave reasonable indications that the children were telling the truth, for the majority of these were alleged delinquents with records that were in accord with their statements to this effect.

The majority of the boys in each of the three groups reported that they earn the money they spend on motion pictures while the greatest number of girls in two of the groups gave their parents as the chief source of funds for the movies. For the third group of girls, that of delinquents, the score for earning the money was slightly higher than for parents giving it.

Almost one-half of the Boy Scouts earn their money for admission to the movies either by working for their parents or by working for other people. There were more than a fourth who reported that they had the money given to them by their mothers and fathers for good behavior, good school reports, or simply because they had been able to persuade their parents that it was their natural heritage. The others had no particular source from which they obtained funds to be spent at motion-picture theaters. Some of these earned it or had it given to them by their parents or by other relatives, and some were usually taken by friends.

The delinquent boys reported a higher score for earning their movie money than did the Boy Scouts. The following excerpt from Table XI shows what percentage of the money spent on movies by the delinquent boys was earned and what percentage was given to them

by their parents as compared with the scores for the Boy Scouts.[1]

	Movie Money Earned	Movie Money from Parents	Movie Money from Other Sources
	%	%	%
Boy Scouts	44.5	29.8	23.7
Delinquent boys	55.5	22.0	20.3

It is to be expected that the score for the delinquent boys for earning their movie money would be higher than the score for their parents giving it to them. The majority of the delinquents are from homes where pennies are made to stretch over the bare necessities, and if there is any money spent for the extras of life it must be earned by the individual for that purpose.

Almost half of the Girl Scouts are given money for the movies by their parents, while only a fourth earn it.[2] This is just opposite from the case of the Boy Scouts While the score for the Girl Scouts for earning their movie money is lower than that of the delinquent girls, it is twice as high as the score for the public-school girls who are not scouts.

	Movie Money Earned
	%
Delinquent girls	37.2
Girl Scouts	23.6
Public-school girls	12.2

There is very little difference in the way in which older children and younger children obtain their admission fee to the movies. The high-school boys show a slightly higher score for earning the money than do the

[1] *Ibid.* [2] *Ibid.*

grade-school boys. This is also the case of the high-school girls and the grade-school girls. But there is a great difference in the percentage of high-school boys who earn their movie money and high-school girls who work for the price of admission. The same is true for grade-school boys and grade-school girls, as is seen by the following data:[1]

	Movie Money Earned	Movie Money from Parents	Movie Money from Other Sources
	%	%	%
High-school boys	47.4	29.7	20.3
High-school girls	12.8	63.2	18.0
Grade-school boys	44.5	31.2	21.7
Grade-school girls	10.3	63.5	21.2

From whatever source the children obtain money for admission to the motion-picture theaters, the greatest number of them spend between twenty-five and fifty cents a week for the movies.[2] Because there was so much opportunity for inaccuracy to creep into the answers pertaining to the amount of money expended for motion pictures, special care was exercised to tabulate only those reports which were consistent with the number of times a week the particular child attended the movies, and with the admission fee of the theater most frequently patronized by that child.

The data show that delinquents spend more for movie entertainment than do either of the other two groups.[3] This is consistent not only with their rate of attendance, which is shown in chapter iii, but with the

[1] *Ibid.* [2] Appendix II, Table XII, p. 160. [3] *Ibid.*

fact that a large number of juvenile delinquents attend motion-picture houses in the downtown district and the price of admission to Loop theaters is usually higher than it is at the neighborhood theaters.

There were 24.4 per cent of the delinquent boys who showed that before commitment to correctional schools they spent more than a dollar a week on movies, while 36 per cent of delinquent girls reported this amount. A comparison of the amounts of money spent for movies by the scout group and the delinquent group is given in the following excerpt from Table XII:

	Under 50 Cents a Week for Movies	50 Cents to $1.00 a Week for Movies	$1.00 and over a Week for Movies
	%	%	%
Boy Scouts	70.9	17.7	5.0
Delinquent boys	43.6	25.0	24.4
Girl Scouts	71.9	16.0	2.3
Delinquent girls	27.4	23.5	36.0

The high-school boys next to the delinquents reported the largest amount of money spent a week on movies.[1] The older the child the more he spends for motion pictures. First, if he is over twelve years of age and enough over that he cannot even "pass for twelve," he must purchase an adult ticket; and, second, the older the boy the more likely is he to attend the large and expensive movie houses, especially if he has a date.

Girls do not spend as much money for the movies as do boys. Only one-half as many high-school girls as high-school boys spend a dollar or more a week.[2] Girls

[1] *Ibid.* [2] *Ibid.*

of high-school age are frequently escorted to the motion-picture theater, which may account for the higher rate given by the high-school boys.

Although grade-school children attend the movies more frequently than do high-school pupils, they do not spend as much money as do the older children. They usually buy half-rate tickets and go to the medium-sized and small neighborhood theaters where the admission fees are low. More than 40 per cent of these younger children pay from five to twenty-five cents a week for movies, while only 4 per cent of the high-school pupils spend under twenty-five cents a week.

The amount spent by children for motion-picture entertainment is not a significant factor in their movie experience. The extent of a child's contact with the movies cannot be measured by the price he pays for this contact, for admission fees vary according to the type of theater patronized and the age of the child.

The degree of effort, however, made by children to obtain the necessary price of admission to the theater is an important factor in their movie experience. "What price movies?" asked of a child will bring the immediate and unhesitating answer, "Any price!" One small girl said, speaking as her grandmother would of her morning coffee, "I *must* have my movies." Children will have their movies. They feel that they are their natural right, as are ice-cream cones, roller skates, and the "funnies." If the necessary funds for admission are not contributed by the parents, the children get them elsewhere, for they will not be denied this enchanting world of make-believe, which is real for an evening and can be had for a dime!

CHAPTER VII

THE CHILD CHOOSES HIS MOVIE

Heigh-o! The cheery-oh!
The farmer in the dell.

Just as the little "farmer in the dell" stands in a circle of marching, singing children and points his finger at the one he chooses for his partner, so do little children stand within the huge glittering circle of movies revolving around them with coaxing flickerings of "Choose me! Choose me!"

To the children the selecting of a movie is like playing any other game where a choice must be expressed. The choosing of a movie is, however, more complicated than the pointing of a finger at one's favorite playmate, for there are so many favorite movies and potentially favorite ones.

Every year approximately 2,500 motion pictures are made in this country.[1] Of these about 775 are feature pictures. With this large number of movies passing in review, there must be many and attractive ways of persuading the public that each picture is better than the other. Moreover, great effort and much money are expended in advertising the movies. In the United States $67,000,000 are spent annually for motion-picture advertisement.[2]

The movie is ever before us calling out its wares. What it has to offer for entertainment is proclaimed by

[1] *The Film Daily Year Book* (1928), p. 3. [2] *Ibid.*

many alluring "agents" that beckon us here and beckon us there to the "best show in town." There are 15,000 daily newspapers and magazines in this country that carry news of the movies.[1] Attractively decorated billboards patrolling the streets, electrical signs trickling up and down in front of the theaters, colorful posters framed in the lobbies of the movie-houses, depicting scenes which are being shown within and sometimes those which are not—each of these in its own way sends out the call to movies.

Further notice of what one might miss is given on the screen itself by what are known as "trailers." These are portions of films which are exhibited during the regular program and consist of snatches of scenes taken from prospective pictures which are to be shown at the particular theater in the near future. They are labeled "Coming Attractions" and give just bits, usually the choice bits, of the movies that are to come. Even these bits are nipped off right at the highest peak of anticipation and only a visit to the coming show will completely satisfy that feeling of "suspension." Often these scenelets are of such a nature that they fail to appear in the complete pictures, having succumbed somewhere along the way to the program proper.

In their quest for a movie the children turn to these various forms of motion-picture advertising, which serve *in loco parentis* toward helping them choose the pictures they wish to see. Only 1.6 per cent, or 155 of the 10,052 children studied, have their movies selected for them by their parents. There are 78.3 per cent, or

[1] *Ibid.*

7,883, who choose for themselves the films they wish to see.[1] For these there is no guide to help find the picture that is most suited to their several ages and understandings. And so, left to themselves, they glance along the swiftly passing line of movies and point their fingers at the one that offers the greatest possibilities for entertainment.

A large number of children select their movies by aid of the daily newspaper. With most children "the play's the thing," and it is for the story of the prospective film that they turn to the "movie write-up" in the current newspapers and then and there decide to go or not to go.

The greatest number of the children in every one of the groups studied except in the case of the Boy Scouts and the case of the delinquent boys gave the newspaper as their chief means of selecting the movies they attend.[2] The Boy Scouts feel that there is something in a name, and most of them choose the picture they wish to see by its title while most of the delinquent boys roam about from theater lobby to theater lobby and study "de ads in front" to find the "pitchure wid de biggest kick."

A movie cannot be judged by the title it bears. There must be something, however, that appeals to the children in the surprise that comes upon finding the picture quite different from what its name would imply, for nearly a fifth of the entire group select their movies by the titles only.[3]

[1] There were 1,846 of the children who did not answer the question pertaining to the method of selecting movies as is shown by Table XIII, p. 161.

[2] Appendix II, Table XIII, p. 161.

[3] *Ibid.*

Actors and actresses are by no means ignored by the children in their search for a movie. There are a great many players on the screen who attract a juvenile audience no matter what the story or the title of the picture. These movie stars have become as real and as loved as other friends in the life of a child. Often he prefers to see his "favorite" in action rather than to view even a more interesting film where rôles are taken by other actors.

Apparently only a few children are influenced in their choice of a movie by what others who have seen the picture have to say about it. Some do, however, depend upon recommendations made by friends. Others say that they do not choose their movies at all but "just go to the first one that comes along" or that "it doesn't make any difference what the show is just so it's a movie." Many of the younger boys reported that they choose their movies "by flipping a coin."

Children in the several groups studied vary in their methods of selecting movies according to their ages and their class.[1] Thirty-one per cent of the delinquent boys reported that before they were committed to correctional schools they would find the movies they wished to see by visiting all of the motion-picture theaters in the neighborhood and examining the posters in the lobbies. The Boy Scouts do not as a rule wander from lobby to lobby looking for their movie. Neither do the Girl Scouts, but it will be seen by the following data that the delinquent girls, like the delinquent boys, are prone to roam around this new art gallery, scrutinizing the

[1] *Ibid.*

still pictures, which are silent representatives of the active ones on the screen inside. Girls inclined toward delinquency are more often on the streets and loiter about theater entrances more freely than do girls who have some definite organized interest in their lives, as have the Girl Scouts.

	Select Movies by Posters in Lobbies
	%
Boy Scouts	10.4
Delinquent boys	31.0
Girl Scouts	4.6
Delinquent girls	23.9

The younger children, like the delinquent children, also favor the pictures in the lobbies as a means of choosing their movies. Although the highest score for the children of grade-school age and those of high-school years is for choosing the movie by means of the newspaper, the second highest score in the case of the younger children is for the posters in the lobbies, while for older ones it is for the title. This is shown by the following excerpt taken from Table XIII:

	Poster in Lobby	Newspapers	Titles
	%	%	%
Boys:			
High school	7.4	25.1	18.8
Grade school	18.8	19.8	16.2
Girls:			
High school	5.2	25.0	21.7
Grade school	17.1	24.4	14.8

It appears that high-school pupils are more appreciative of actors and actresses than are the young children.

They show a higher score for this means of selecting a movie than do any of the other groups. It is also interesting to note that what friends say about a picture influences the high-school boys and girls in their choice of a film more than it does younger children. The high-school pupils are at that age of "follow the leader." What one does the others want to do. What one experiences the others want to experience. If the latest picture has been seen by some of the crowd it must be seen by the entire crowd. They all keep up with each other. What a friend has to say regarding a certain film bears weight with the others.

	Movies Selected for Favorite Actors	Movies Selected upon Recommendation of Friends
	%	%
Boys:		
High school	13.6	10.1
Grade school	6.2	2.4
Boy Scouts	8.3	6.6
Delinquent boys	5.0	3.5
Girls:		
High school	16.6	7.5
Grade school	8.0	2.1
Girl Scouts	10.8	7.4
Delinquent girls	10.2	4.8

Younger children are apparently not greatly influenced in making their movie choices by what someone else has to say about a particular picture. The foregoing table shows that only 2 per cent of the grade-school boys and only 2 per cent of the grade-school girls choose their movies from among those recommended by friends. It is also seen from the foregoing data that

girls are more inclined to have favorite movie stars than are the boys.

The delinquent girls and the Girl Scouts show little difference in their methods of selecting movies except in one instance. The score for using the method of posters in the theater lobbies is much higher for the delinquent girls than it is for the Girl Scouts. There were 24 per cent of the delinquent girls who reported that before being committed to correctional schools they chose their movies by going from theater to theater and examining the still pictures in the lobbies, while only 5 per cent of the Girl Scouts reported that they resort to this method. The following excerpt from Table XIII shows how slightly the Girl Scouts differ except in this one instance from the delinquent girls in their methods of choosing movies:

	Girl Scouts	Delinquent Girls
	%	%
Posters in lobby	4.6	23.9
Newspapers	24.1	25.5
"Coming Attractions"	3.8	4.3
Titles	18.8	10.6
Actors	10.8	10.2
Recommendation of friends	7.4	4.8

Both the Girl Scouts and the delinquent girls use the newspaper more than any other method for selecting their movies. Only a few girls in either of these groups choose the movie they wish to see by the Coming Attractions" that are exhibited during a program. This method is not popular with any of the groups. Perhaps the titles of these prospective films are flashed

too quickly for the children to fix them in their minds, or it might be that they are too interested in the bits of scenes that are quickly passing before them to note the dates of these future exhibitions.

It is seen that most of the children choose their own movies with no more guidance than is offered by the foregoing methods. As was pointed out at the beginning of the chapter, only 1.6 per cent, or 155 of the 10,052 children studied, have their movies selected for them by their parents. Of these 155 children, 61 are Girl Scouts and 42 are Boy Scouts. The others are scattered among the public-school children with the exception of 6 delinquent children. These 155 children whose parents supervise their movie contacts also show a low rate of attendance at the theaters. Sixty-nine of them go to the movies not more than two or three times a month, while 61 of them go once a week. The remaining 25 attend twice a week.

From the data gathered by this research it appears that many parents sublet the selecting of their children's movies to the various methods of motion-picture advertising that exist for commercial ends solely.

Much effort and time are spent on recommending the proper books for children. Public libraries and bookstores regularly issue lists of books especially suited to juvenile tastes. "Book Week for Children" is observed once a year. During this time children's reading is encouraged and parents are newly stimulated to give attention to the important matter of selecting the right literature for their children. School-teachers do not confine their encouragement of juvenile reading to one

week, but throughout the school year they are constantly urging their pupils to become acquainted with literature suitable for their various ages and understandings.

But every week is movie week for the children as far as attendance is concerned, and although movies touch the life of the average child more frequently than do books, there is no concerted effort made by schools or libraries to recommend the proper films for children. Perhaps this is due to the fact that there are so few motion pictures that might be recommended for juveniles. If parents were generally inclined to select the movies their children see, they would find it difficult, for movies are not being made especially for children, as are books, and those adult films which might be suitable for children are not generally classified and advertised as such. Titles give little or no assistance in the task of selecting a motion picture. They are often misleading. That movie which because of its name might lead a parent to think that it was an entertaining and enlightening picture about animals and just the thing for the children to see not infrequently turns out to be a sophisticated drama dealing with one or more of life's complexities. Nor can all parents witness a film before allowing their children to see it. Daytime life is too hurried, and in the evening where would the children stay while their parents went out to find a movie for them?

There is no doubt that mothers and fathers need as much assistance in the matter of finding the proper movies for their children as the children need to have them found. Various film committees representing organizations interested in child welfare classify current

motion pictures according to their suitability to the different ages of children and issue lists of recommended films that help those parents into whose hands they fall. But there is no widespread effort made to guide children generally to the appropriate movie as there is in the case of books, nor will there be until there is a widespread demand for the production of motion pictures especially for children.

CHAPTER VIII

THE NEIGHBORHOOD MOVIE

I sought on earth a garden of delight,

—SANTAYANA

There is a movie just around the corner from almost everywhere.

Scattered throughout the world are 57,341 motion-picture theaters, nearly one-half of which are located in the United States.[1] The 20,500 theaters in this country where moving pictures are exhibited have a total seating capacity of about 18,500,000 and receive approximately $800,000,000 a year in admissions.[2]

Practically every neighborhood in any large city can boast at least one motion-picture theater and in many cases more than one.

In Chicago, the setting for the present study, 384,449 people may sit down at one time to view a movie as the 382 motion-picture theaters in this city have this total seating capacity.[3] Since there is an average of four performances a day at these theaters, 1,537,796 people, or approximately one-half of the entire population of Chicago, might attend a movie in the course of a day. What percentage of these theaters are filled to capacity at each performance is not known. It has been esti-

[1] *The Film Daily Year Book* (1929), p. g.

[2] *Ibid*, p. c.

[3] *Illinois Theatrical Directory* (1929).

mated that the very large so-called "first-run" motion-picture houses in cities fill their seats as many as eighteen times a week.[1]

The motion-picture theaters in a city are usually divided into two classes. There are those which are located in the business section and those which are in the residential district, commonly known as the "neighborhood movies." The motion-picture houses that are in the down-town business section of Chicago are called the "Loop movies," because of the special name which is applied to that part of the city.

There are about twenty-four theaters in the Loop which are devoted exclusively to the exhibition of motion pictures, and there are at least twelve other theaters and halls which sometimes show movies but which are not entirely given over to them.[2] The other 358 motion-picture houses of Chicago are scattered in the numerous neighborhoods of which this city is composed.

The Loop movie theaters are of two classes: the very large palatial ones with seating capacities ranging from one thousand to over four thousand and the very small ones accommodating only a few hundred patrons at a time.

The large theaters naturally have the first-run pictures of the very highest type from the point of view of production and are, therefore, the most enticing of all movie-houses. So large is the patronage of these theaters that they can afford to exhibit the same film for a

[1] *The Film Daily Year Book* (1927), p. 7.

[2] These theaters, which are not exclusively movie theaters, are not counted in the total number given above.

week or more at a time according to the popularity of the picture.

After the films have had their run in the Loop, they are taken to the neighborhood theaters where they are shown in the identical form in which they were exhibited in the downtown houses. Practically all of the better class of neighborhood theaters eventually run the important pictures that were originally shown in the Loop theaters.

The small Loop movie-houses on some occasions run the pictures that have been exhibited at the large theaters, but more often they show a different type of film entirely. These are usually the cheaper pictures, especially from the point of view of production.

The neighborhood theaters are of three classes: the very large motion-picture house, which corresponds in seating capacity and elaborateness of appointments to the movie palaces in the Loop; the smaller theater of less architectural grandeur, but which exhibits the same type of picture that is shown at the better theaters in the Loop and in the large neighborhood movie-houses; and the very small theater, which is similar to the small Loop movie in the matter of seating capacity and the type of films that are exhibited.

The last two classes of theaters—the medium-sized and the small neighborhood theaters—are of special significance for this study. These are the movie-houses that are the most frequently patronized by children.

It is natural that children should, as a rule, attend neighborhood motion-picture theaters rather than those that are located in the downtown business section. Pa-

rental consent is much more readily attained if the child is to attend some nearby place. Many mothers and fathers will permit their children to go to a neighborhood theater unaccompanied by older members of the family when they would not allow them to go unescorted to the Loop motion-picture houses. The neighborhood theater is more accessible. It is within walking distance of almost every home. The matter of carfare is therefore not an important item in considering the economic aspect of attending movies. Also the price of admission at the neighborhood movie is usually lower than is that of the Loop theater.

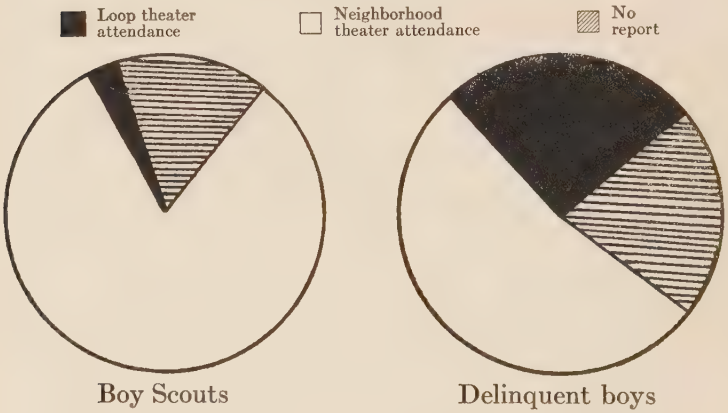
The extent, however, to which children attend neighborhood movies in preference to the movies that are exhibited in the downtown business section of the city is determined by the degree in which their lives are well ordered. The present research found that children coming from good environments and those that are under the influence of some definite organized leadership are less prone to wander a great distance from their homes in search of movies than are children of unordered or disordered lives. Children who are left unhindered to roam the city streets usually find added zest in roaming far for their movie entertainment.

The data show that the scout groups remain in their own neighborhoods for their movies.[1] Only 3.3 per cent of the Boy Scouts attend the motion-picture theaters that are located in the Loop district, while 25.3 per cent of the delinquent boys reported that before being committed to schools of correction they patronized the mov-

[1] Appendix II, Table XIV, p. 162.

ies in the downtown business section. There is even a greater difference between the Girl Scouts and the delinquent girls in the matter of attending neighborhood movies or Loop movies. Only 4.3 per cent of the Girl Scouts go to movie theaters that are located in the main business section of the city, while 32.7 per cent of the

CHART VII



Comparison of Attendance at Loop Movie Theaters and Neighborhood Movie Theaters for Boy Scouts and Delinquent Boys

delinquent girls reported that they attended the downtown movies exclusively before their commitment.

The public-school group of non-scouts like the scout group patronizes the neighborhood motion-picture theaters almost exclusively.[1] Even for the older school children there is a negligible attendance at the Loop houses. Only 4.4 per cent of the high-school boys and 5

[1] *Ibid.*

per cent of the grade-school boys go to the downtown district for their movies, and only 4.6 per cent of the high-school girls and 2.4 per cent of the grade-school girls reported attendance at the Loop theaters.[1]

It is apparent from the foregoing data that juvenile attendance at movies is concentrated at the neighbor-

CHART VIII

Comparison of Attendance at Loop Movie Theaters and Neighborhood Movie Theaters for Girl Scouts and Delinquent Girls

hood theaters. Although the delinquents show a higher rate of attendance at the Loop motion-picture houses than do either the scout group or the public-school group, there is still a much higher attendance of delinquents at neighborhood movies than there is at the downtown theaters. Of the entire group of 10,052 children utilized for this study, there were 69.2 per cent of

[1] *Ibid.*

them who reported that they attend the neighborhood motion-picture theaters almost exclusively.[1]

The little movie around the corner has become one of the most important institutions in the neighborhood.

It is a refuge for that proverbial tired business man who is not so furrowed with cares of the office as he is suffocated with propinquity of the family. It is a veritable escape for the housewife who, passively submerged in drab realities, finds a brief relief in living in film dreams that might have come true.

Sometimes the neighborhood movie serves as a day nursery where hurried mothers drop their small ones while they run to the dressmaker or to the dentist, feeling at ease in the thought that the youngsters, held by a fascination stronger than locked doors, will remain intact until their return. It becomes a necessary annex to the family living-room suddenly grown cramped when the dating age breaks out. Old men find in it an understanding "chimney corner."

But most important of all, the neighborhood movie is a new indoor playground to which children of all classes and all ages swarm. Here beside each other they sit and play in thought. They come as a rule during the evening hours and they come unaccompanied by their elders.

The neighborhood movie has become a sort of supernursemaid and play director combined for the juvenile citizenry of the community. For grown-ups it is as commonplace and necessary as the family bakery shop.

[1] *Ibid.*

PART III

THE CHILD'S CONTACT WITH THE MOVIE IN RELATION TO OTHER INTERESTS

For truly it is to be noted that children's plays are not sports and should be deemed their most serious occupations.—MONTAIGNE.

CHAPTER IX

THE NEW BACK YARD

Whatever you wish for,
it's waiting for you;
Whatever you dream of,
that dream will come true!
You can be what you will,
from a king to a clown,
If once you gain entrance
to Make-Believe Town.

—Claudia Tharin

The movie has become a new back yard for the after-school-hours child.

When the long day in the classroom is ended, or Saturday dawns, children enter into their own kingdom and begin to play. Back yards, vacant lots, and for some children sidewalks and blocked-off streets are commandeered and turned into realms of games and make-believe, laughter, and tears.

To a large number of children there has come a new land of play, a place of far more enchanting games than anything that even the most imaginative of the group can think of to play. Back-yard pirate ships, caves, box fortresses, and fantastical constructions of all sorts fade into insignificance before the play world portrayed on the screen. Here one may "gain entrance to Make-Believe Town,"

Where wondrous things happen from morning till night.
You may go there in tatters, when, lo! and behold!
In an instant you're decked out in velvet and gold,

or more often in spurs and sombreros or Indian feathers.

In the movie the child sits and has his make-believe world revealed to him without any effort on his part. On the playground he must exert himself to make the play come true. In the movie it is done for him. Here not only are many "games" portrayed to him that he would not have thought of himself, but they are all played so much better than he could play them.

The movie playground serves another purpose. Not only is it a better and a more interesting playground to the child, but it makes more attractive to him his own playland, for when he returns from the movie to his "back yard" he has new ideas of what to play and how to play it. He and his little companions congregate and begin to re-enact the film they have seen. To some children this "playing movies" is more real than to others. To some it is "living again" what they have just witnessed on the screen. This is illustrated by the following conversation which was overheard in a back yard.

There was a trio sitting along the low hedge: the cook's little boy, ten years old, John Henry Washington; the small son of the house, Frank, one year older; and a very little girl, Mary Ann, also of the house.

Said Frank addressing John Henry, "Let's play movies. I'll be the hero and you be the villain and Mary Ann, she'll be my girl and you try to get her and then I'll kill you."

"Who? Me? You ain't gonna kill me."

"Oh, c'mon, Wash, we're just playing. Y'know, like the movies."

"Movies or no movies, Ah doan play lak dat."

"Oh, well, let's play Indian. I'll be the Big Chief

with lots of feathers in my hair and you be the stage-coach-driver and I'll catch you and tie you to a post and build a fire under you and just as I strike a match . . . ."

"*Me?* You gonna build a fiah undah me?"

"Not a real fire, Wash. Just like in the movies. Before I strike the match somebody will come and . . . ."

"Real fiah or movie fiah, you ain't gonna put no fiah undah me."

"Gee, Wash, then let's play hotel."

"How's dat?"

"Well, I'll be the man behind the desk with the big book and Mary Ann will come to stay at my hotel and you will carry her trunk to her room and she will give you a tip."

"Gimme a what?"

"A tip, some money."

"Aw-right, White Boy, I plays dat but doan spect me to play no movie. Dey gits distructed in de movies."

It is quite common for children to play movies. They love to imitate that which they have seen on the screen. The leader of the group will almost always take the rôle of the hero, the other children envying him but reconciling themselves to other rôles which fall to them, just in order that the play may go on.

The majority of the present-day films are adult in theme, usually sophisticated themes. This means, then, that the children are imitating in their play these movies, they are re-enacting the sophisticated scenes. When one enacts or lives again a thing, it becomes more real. Schiller tells us that "deep meaning oft lies in childish play."

Although a large number of children go to the movie

playground and come away again re-enacting the parts, although many of them find in it a wondrous land of dreams where things are more interesting than they are on the real playground, it cannot be said that children as a class prefer this new playground to the old one. Children love the movies, they beg to see them, but, best of all, they like to play. They want to be in action. The next best thing to that is to imagine themselves in action, and this they do in the movies.

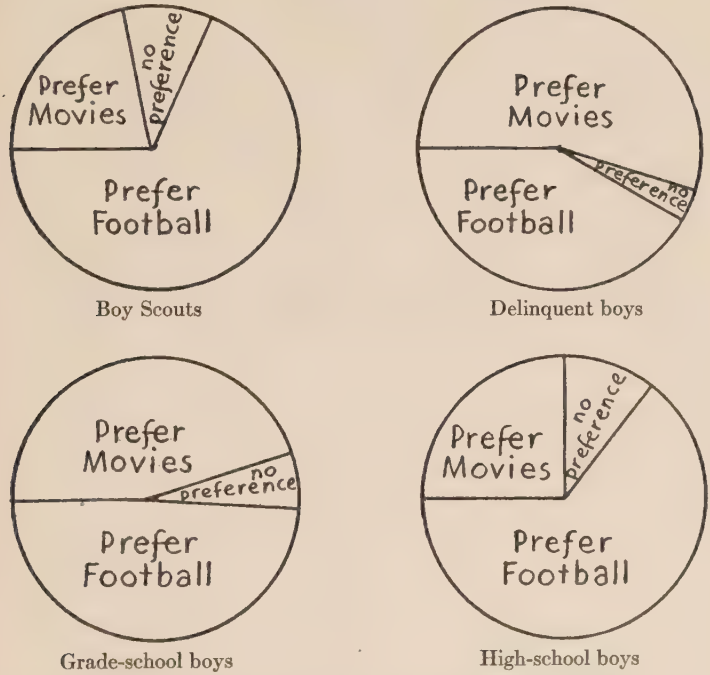
It has been found that the majority of children go to the movies once or twice a week. They play every day. They would probably go to the movies every day if they had the money and were allowed to do so. Whether or not they would cease to play because of this is problematical.

Cities such as Chicago do not have a sufficient number of playgrounds to meet the demands of the juvenile population. There are large areas in these cities that have no playgrounds at all. The child who must depend on the sidewalks or alley-ways between apartment buildings, or even the streets, for a place to play, is more likely to be attracted by the movie and to attend more often than are children who have proper play facilities. For him there is nothing that is definite to do. The movie is always at hand. If one has to spend carfare to get to a playground or to a park, one might as well spend it on a movie, argues the child.

It cannot be said that the child prefers the movie to play. In fact, the findings of this research are to the contrary. Take, for instance, football and baseball, sports of opposite seasons. The majority of the boys in

the scout group and the public-school group of non-scouts, both grade-school and high-school boys, reported

CHART IX



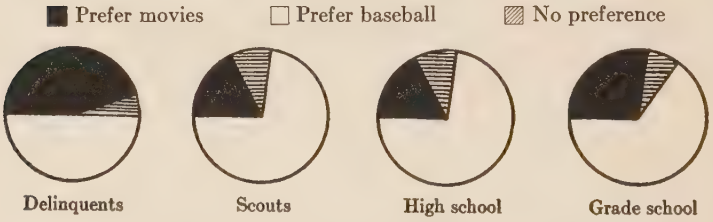
Comparison of Preference for Movies or Football for the Four Groups of Boys: Scouts, Delinquents, Grade School, and High School

that they would rather play football than go to the movies.[1] But the majority of the delinquent boys prefer movies to football.

[1] Appendix II, Table XV, p. 162.

The scouts are practically the same as the high-school boys in their degree of preference for football over movies. The scouts show that 68 per cent prefer football to movies, while 62.2 per cent of the high-school boys favor football. The score for football preference for the grade-school boys is lower than that of either the scouts or the high-school boys. The grade-school boys give a score of 47.9 per cent for football. The delinquent boys show

CHART X



Comparison of Preference for Movies or Baseball for the Four Groups of Boys: Scouts, Delinquents, Grade School, and High School

that 55.3 per cent would rather go to movies than play football.

Baseball holds even a greater precedence over movies than does football. The scores in all of the groups are higher for preference of baseball over movies than for football over movies.[1] Even the delinquents show a slight preference for baseball over movies. There are 49.6 per cent who favor baseball and 44.9 per cent who favor movies.

In the case of the scouts, almost three-fourths re-

[1] Appendix II, Table XVI, p. 163.

ported that they had rather play baseball than go to movies. Only 17.6 per cent of the scouts prefer movies to baseball. The score for high-school boys favoring baseball is equally as high. Only 16.7 per cent of them prefer seeing movies to playing baseball. With the grade-school boys baseball also hold precedence over the movie, but not to the extent that it does with the older boys. Slightly more than a fourth of the younger boys reported that they had rather see a movie.

Girls do not generally indulge in football but many of them play baseball. It is interesting to note, in expressing a preference for either baseball or movies, that although movies were given the preference by the majority of the girls, those majorities were not as large as might be expected.[1]

The delinquent girls show a higher score for the preference of movies over baseball than do any of the other girls. The opposite is true of the Girl Scouts. The majority of them would rather play baseball than to see a movie.

With high-school and grade-school girls there is not as great a difference in the scores of their preference for baseball or movie as there is in the case of the high-school and grade-school boys. Both the older and the younger girls prefer the movies to playing baseball.

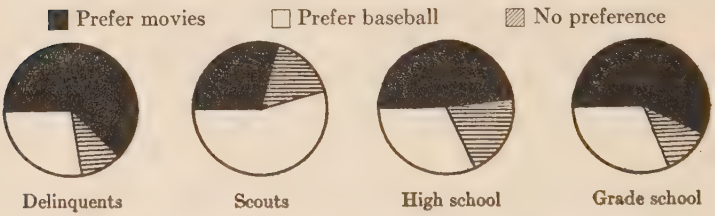
It would seem from the foregoing data that children would rather play a game than to go to a movie. To be engaged actually in some form of outdoor activity seems to hold a greater fascination for children than to sit and witness screen activities. Children might show a prefer-

[1] Appendix II, Table XVII, p. 163.

ence for some outdoor sport over the movie and yet indulge in the movie more than in the sport. The thing that can be had is the thing the child does. The movie is always accessible. Facilities for outdoor sports are not.

Scouts have many ways open to them to the outdoor sports. There is leadership in their lives. Sports are encouraged and made more accessible to them. The group which has no leadership along this line, the group which

CHART XI



Comparison of Preference for Movies or Baseball for the Four Groups of Girls: Scouts, Delinquents, Grade School, and High School

is left unguided to seek its own recreation, will turn to the nearest thing at hand. The movie is always at hand.

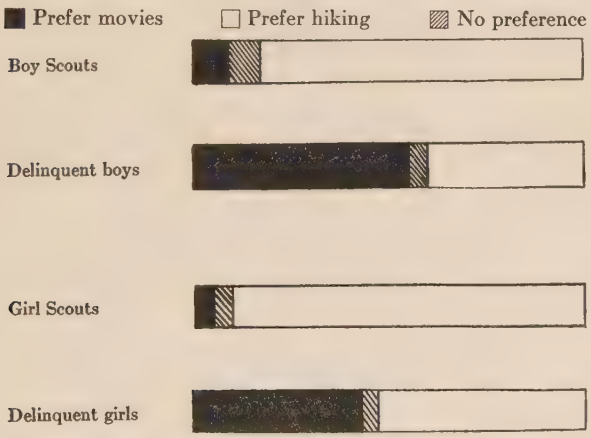
Take hiking. Hiking is an important item in the scout's program. It is made attractive to him, a thing to be desired. It is planned and directed. Dressed in uniform, tramping along obscure trails, out into the open, back on the trails, the scout scents freedom on a hike as nowhere else. To him it is adventure.

To the delinquent boy a hike usually means rapidly traversing that distance across fields leading from the institution of correction to the edge of the crowded city

where he hops a ride on anything except a "paddy wagon," and is thus carried farther and faster into the crowded city to a hiding place. He also scents freedom, clouded, or heightened, by a pricking fear of being apprehended at any moment. This, too, is adventure.

Delinquent boys prefer movies to hiking. They do not generally know what hiking is in the sense that

CHART XII

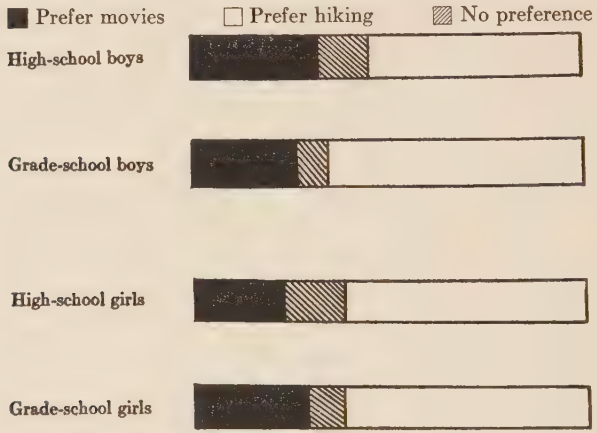


Comparison of Preference for Movies or Hiking for Scouts and Delinquents

scouts know it. To them as a group it is not accessible, for hiking requires the proper setting as do football and baseball. In the cities with mile upon mile of concrete, traffic, and shadowing buildings there is no incentive to hike for the sheer thrill of the hike. To get out of the city to the woods and the sun require direction and guidance, but, most of all, inspiration. These are furnished the scout.

Naturally the scouts show an overwhelming preference for hiking over movies. The score for this preference is higher than for baseball and football.[1] There were 82.8 per cent of the scouts who reported that they would rather go hiking than to see a movie. Only 9.3 per cent reported that they prefer seeing a movie.

CHART XIII



Comparison of Preference for Movies or Hiking for Public-School Group

The Girl Scouts show even a higher score for hiking than do the Boy Scouts. Ninety per cent of them prefer hiking to movies. Only 6 per cent prefer the movies.[2]

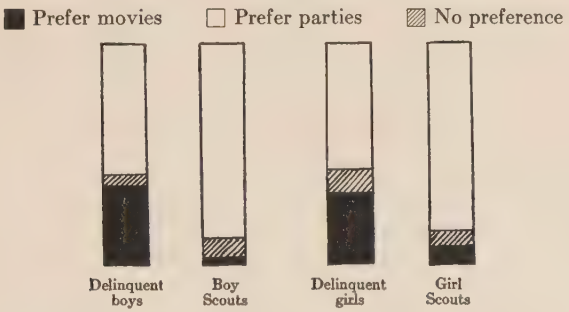
Younger children as well as older children prefer hiking to movies. Both the high-school and the grade-school boys reported higher scores for preference for hiking than they did for movies. The same is true of the high-school and the grade-school girls.[3]

[1] Appendix II, Table XVIII, p. 164. [2] *Ibid.* [3] *Ibid.*

Besides play and outdoor sports there are other interests in a child's life that may or may not hold precedence over the movie.

"Which would you rather do, go to a party or go to a movie?" Hiking is hiking, but there are parties and parties. Invariably the child asks, "What kind of a party do you mean?"

CHART XIV



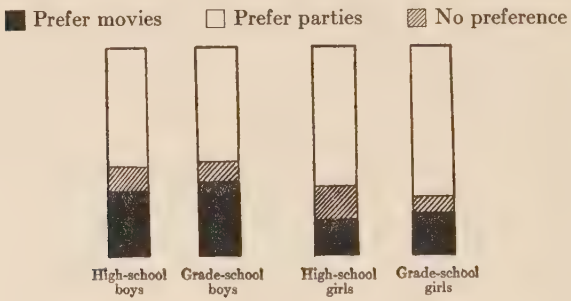
Comparison of Preference for Movies or Parties for Delinquents and Scouts

The majority of children prefer any kind of a party to the movies. Here again activity wins. A party offers an opportunity for self-expression in its most dressed-up form. Movies are popular, but they must take a second place to parties. A party is not as usual as the movie. The movie is always near by, but a party has to be created. It does not occur every day. For the younger children a party is usually in celebration of some event, as a birthday or Saint Valentine's Day, or some other traditional occasion. The high-school age "throws a

party" for no occasion at all other than to celebrate the joy of youth.

The scout group is especially fond of parties. There are 86.6 per cent of the Boy Scouts and 84.5 per cent of the Girl Scouts who favor a party to a movie. While 61.8 per cent of the delinquent boys would rather go to a party than to see a movie, there are 33.6 per cent who

CHART XV



Comparison of Preference for Movies or Parties for the Public-School Group

prefer movies. Among the delinquent girls it was found that 60.9 per cent also prefer a party, while 32.4 per cent would rather go to a movie. With the delinquents parties are more popular than movies; but, nevertheless, the score of preference for movies over parties is higher with the delinquent group than with any other group except the grade-school boys.[1]

The majority of children in the public-school group also prefer parties to movies, as is seen by Chart XV.[2]

[1] Appendix II, Table XIX, p. 165.

[2] See also *ibid.*

Auto-riding, legitimate or otherwise, is one of the most popular of outdoor "sports" with children of all ages and all classes. In each of the groups utilized for this study auto-riding was given preference over movies. There were 65.6 per cent of the entire 10,052 children who reported that auto-riding means more to them than do movies.

To children there is nothing which can quite equal the feeling of freedom and exhilaration given by the auto. The young high-school student with a car at his command enjoys a certain superiority and a sense of power. Those who are chosen to accompany him in his gasoline adventures also enjoy the contagion of his superior air. He and they are the envy of those who are not of this group. Sometimes the envy becomes so intense and the yearning to ride away from the everydayness of things grows to such an extent that through a succession of events a youth finally finds himself explaining to the judge how he "borrowed" the auto for just a little while.

The data gathered by this research show that there is scarcely any diversity of opinion among the children in any of the groups studied relative to which is the preferable form of entertainment—auto-riding or movies. The following figures show how similar are the tastes of the several groups in this respect:[1]

It is apparent from the findings of this study that the majority of the children would rather engage in outdoor sports or do other things that are of general interest to juveniles than to go to movies. This does not mean that

[1] Appendix II, Table XX, p. 166.

they do not care for movies or attend them but that they care more for these other things. It is probable that if the facilities to engage in these other interests were as accessible as is the movie, children would engage in them in preference to the movie. It is often easier to obtain

	Prefer Auto-riding to Movies %
Delinquent boys	65.7
Boy Scouts	65.0
Delinquent girls	50.7
Girl Scouts	69.8
High-school boys	66.3
Grade-school boys	67.6
High-school girls	65.9
Grade-school girls	67.4

the price of admission to a theater than it is to find a proper place to play.

The play way of the city child is hard. He must take what he can get. The movie is ever before him. It is the quickest and surest road to the land of play. Only a ticket stands between him and "Make-Believe Town."

CHAPTER X

MOVIE READING

How am I to sing your praise,
Happy chimney-corner days,
Sitting safe in nursery nooks,
Reading picture story-books?

—Robert Louis Stevenson

"A book for a corner" or the movie on the corner—which will the child choose for his evening's entertainment?

Movies are animated story-books for children of all ages. Herein the characters walk right out onto the screen and live and move and sometimes actually talk. The children say that "movies are the realest things there are." One boy of twelve years told why they seem more real than stories in books: "Of course, us fellers like to go to movies better than readin' books. In the movies things are real 'cause you *see* them and in a book you just have to 'magine how they are."

Children are interested in the story whether it be given by written words or by shadows on a screen. Style of writing or technique of acting do not claim the attention of juveniles. It is the story they want, and the more rapidly the plot unfolds the better are they pleased.

In a movie the story is given in a brief time—at one sitting. In a book the children struggle through written words for a week, in some cases weeks, digging out the story. Witnessing a movie is devouring a story in the

shortest possible time—with one gulp. It is seen, it is enjoyed, it is over, and there is still enough daylight or electric light left for other things—another movie, perhaps, or a dance or an auto ride, before turning in. Reading through celluloid is the quickest way to satisfy the story wish.

It has been said that "a book should be your very own before you can really get the taste of it, and unless you have worked for it, you will never have the true inward pride of possession." The large mass of children do not own many books, and if they do it is not likely that they have gone without their lunches to possess them. But a child works for his movie, either by actually earning the price of admission or by teasing for permission to attend. He possesses the movie. He buys it for a time. It is always near him. He finds it without guidance.

Books are all about him, too. If they are not in his home, he may find them at school or at one of the branches of the public library, which is not far away, but farther away than the movie. Unless some careful hand leads him into the world of books and introduces him to the paths therein, it is not unlikely that he will stop at the movie where he needs no guidance in finding what he wants. The billboards and the posters on the sidewalk in front of the theater tell him what he wants and that he can find it if he walks inside.

Another reason why movies are more popular than books with most children is the fact that by way of the screen children can understand and enjoy those adult and sophisticated stories which are not quite so clear to them by way of written pages. Children as a class are

not reading adult books but they are witnessing adult films. There are some stories that are reserved for mature minds. These are not put on the book shelves of the school libraries nor are they found in the children's room at the public library.

The gesture to keep from children stories which are better suited to later years, however, is of little avail when the same stories, or their equivalents, come to life on the movie altar before which worship the children of the age.

The movie is a veritable book of knowledge. Therein every subject under the sun is put on celluloid and reeled off faster than any pages may be turned. The celerity with which a story may thus be had logically fits in with this era of speed-in-all-things. It is not surprising, then, that the chair under the reading lamp is exchanged for a seat before the screen, and that the after-dinner slogan of "Let's hurry and get there before the show starts" for many has supplanted

> Now stir the fire, and close the shutters fast,
> Let fall the curtains, wheel the sofa round,

and a quiet evening's sinking into books, "within whose silent chambers treasure lies."

The present research shows that the majority of the 10,052 children studied prefer to go through the "magic door" into movieland rather than into bookland.[1] In every one of the groups except two, the children reported preference of movies to books. The two groups that prefer reading to movies are the Girl Scouts and the high-school girls.

[1] Appendix II, Table XXI, p. 167.

Delinquent children apparently care less for reading than do children in the other groups. About two-thirds of both delinquent boys and delinquent girls reported that they liked movies better than they do books. Delinquents are usually from families in which books are not part of the necessary equipment. They somehow escape the hand which should lead them into the realms of literature and so slip across the street to the movie where it is easier and takes less time to satisfy the story wish. Delinquents like companionship. The whole gang can go to the movies, but not often does the gang bend over a book.

Boy Scouts like to read almost but not quite as much as they like to go to the movies. About one-half, or 48.5 per cent, of the Boy Scouts give a preference for movies over books, while 38.8 per cent favor reading.[1] The scout is given ample opportunity and guidance to read the books in which he is most interested, but with it all he is just a little more fond of movies.

The majority of the boys in the public-school group also show a preference for movies over reading. But the score of the older boys for movies is not quite as high as the score of the grade-school boys. This is seen by the following excerpt taken from Table XXI:

	Preference for Movies	Preference for Reading
	%	%
High-school boys	48.0	30.4
Grade-school boys	57.7	31.5

[1] *Ibid.*

In the group of public-school girls the younger ones, as the younger boys, prefer movies to reading, but the older girls prefer books to movies.[1]

	Preference for Movies	Preference for Reading
	%	%
High-school girls	35.7	45.5
Grade-school girls	52.7	36.9

Girl Scouts also show a higher score favoring books rather than movies. They, as was shown in chapter iii, attend the movies less frequently than do any of the other groups. Following is an interesting contrast between the Girl Scouts and the delinquent girls in their preference for movies or books:[2]

	Preference for Movies	Preference for Books
	%	%
Girl Scouts	29.9	57.6
Delinquent girls	62.7	26.8

If the child is from an environment where values are properly placed and directed reading is recognized as part of his training, he probably will develop a taste for literature which "is a result of cultivation more than a gift of nature," and having learned to know and love books, reading will become a definite part of his program. Thus movies might take a second place at least in actual indulgence, although ideally they might retain their first place in the child's preference.

[1] *Ibid.*

[2] *Ibid.*

It is apparent from the foregoing data that the movies touch the life of a child as much as, if not more than, do books. Children attend movies once or twice a week. They seldom read as many books in the same length of time. Many children attend the movies much more frequently than three or four times a week but few read that number of books in the course of a week.

Much time and thought are spent on the subject of children's reading. It is commonly recognized that books are a part of each child's development. Tireless energy is expended in stimulating juvenile reading and cultivating in children a taste for good literature. Not only are the proper books written especially for children, books which will entertain and will help in the intricate task of growing, but great care is taken that these books get before the children. Almost every school has its library. The public library with its many branches located in all districts of a city has a children's department at each branch. As has been said in a former chapter, juvenile reading is stimulated by the observance of Book Week and is guided by the regular issuance of lists of books especially suited to various ages. Bookstores, solely commercial concerns, recognize their juvenile patronage and cater to it.

The child is surrounded by books. All factors conspire to lay them in his lap. They are books which he enjoys and which will contribute to the wealth of his life, for they are well chosen by those who know.

But the movie—it is even closer to the children than books, for it is aggressively so. It makes itself heard, seen, felt. Books are more modest. They wait to be

sought after. The movie calls on every corner and the children answer.

When children read, they usually read books which have been written especially for them, ones which are appropriate for juvenile tastes and comprehension. When children go to the movies they almost invariably witness films which have been made for adult entertainment.

The children's shelf in the "movie library" is strangely empty while that in the public library is crowded with wholesome, enchanting tales for the delight of juvenile hearts. But the children say that they prefer to see a movie rather than to read a book and that they do see movies more frequently than they read books.

> . . . . Books, we know,
> Are a substantial world, both pure and good;
> Round which, with tendrils strong as flesh and blood,
> Our pastime and our happiness will grow.

Of movies—what do we know?

CHAPTER XI

MOVIES CHILDREN LIKE

These flash and vanish; bid them not stay,
For wisdom brightens as they fade away.

—SANTAYANA

Movies come and movies go, but the same themes stay on forever. In the film story Good must always be in conflict with Evil, Evil taking the lead for a few thousand feet of celluloid, with Good constantly losing ground until the last few hundred feet, when Good gets the inside track and steadily gaining, wins the race with Evil by half a length. And the grandstand files out and home, contented, grateful to the one who invented the "happily-ever-after" endings.

In addition to Good and Evil there is, of course, Love. Through every movie rides Love, be she mounted on Good or Evil, for Love makes the movies go 'round.

The children say that a movie must have in it a hero, a villain, and "plenty of action." Anything extra may be added, but to their minds these are the fundamental ingredients for the "movie pie." "In all stages of life there is a villain," writes a twelve-year-old Boy Scout on his motion-picture quiz paper. In the movies there must be villains so that there may be heroes.

With these three basic elements thoroughly mixed, a movie may be a western, a romance, a historical film, or one of adventure, and it will delight the heart of a

child, for children as a rule like movies of all types. At different ages they usually show preferences for certain kinds of pictures. This is true regardless of the group to which they belong, for class, home environment, and the other factors that appear to affect a child's movie experience, as pointed out in foregoing chapters, do not influence his likes and dislikes in movies.

It was found in the present study that the scouts, the group of public-school children, and the group of juvenile delinquents like practically the same kind of movies. Children of corresponding ages in the three groups show similar likes and dislikes. The girls like the same kinds of films as do the boys but show a difference in the order of preferences. Boys favor pictures of action and adventure above all others. Girls like these films also but they place movies of love and romance above them. Boys, however, are not entirely callous to the appeal of a romance movie, especially the older boys. Most of them like a "moderate amount of loving," as one of them expressed it. There are some, however, who enjoy even a greater degree. A Boy Scout of seventeen years said that "red hot romances" were his favorites in the movie world, and another liked best "the kind of movie that makes you want to walk out, emotional love pictures." A high-school boy preferred "romance and adventure—because it makes you feel all excited—arouses your senses."

Some of the older boys look upon the romance movies as a sort of "Guide to Young Men in Love." A high-school boy said that his favorite movies were "Love plays—makes you see Love Blindness," and a delin-

quent boy of seventeen likes "Romance, because it shows how you would do yourself."

While the younger boys are more interested in pictures of action, a few of them will tolerate "some loving action," especially if it is in connection with "plenty" of other action, as "Love and Romance where the hero does great things and it ends O.K." One scout of twelve favors romance movies because, he says, "Romance is the impetus of all adventure." He also likes "Adventure with romance that makes your blood surge." And a scout of thirteen prefers a picture that is "dramatic because it shows how to make love." Another scout also likes "Dramatic pictures because they show real acting, such as love and tragedy."

Most of the younger boys, however, feel that the love motif running through a film is something quite unessential to a good movie. A Boy Scout of the younger group, in speaking of a particular motion picture, said, "I did not like it because it had too much mush and love and not enough action." Another young scout likes a movie that is "clean—honest, not mushy. No movie dealing with love and such for me."

Almost all children like movies of all types although they have their favorites, and they will go to see any kind of a movie rather than to see none at all. One of the younger Boy Scouts who is "not strong on romances" had an experience of this kind, probably several. "One night my parents, my brother, and I went to the Ambassador Theater to see *One Hour of Love.* We were glad that the picture was not so mushy as it sounded." One can imagine the dark resentment and the misgiv-

ings that filled the scoutly chest as the boy walked along with his parents on their way to a "mushy love story" when there were so many wonderful westerns being shown that night. What utter waste, and yet any movie is better than no movie!

Girls also use the romance movie as a training course in the delicate art of loving and being loved. One girl says that she prefers romance plays to all others because they "give me an idea of love," and still another likes a "romantic picture" best "because it sets a person to thinking of the future." The movies that hold the greatest attraction for a delinquent girl of fifteen are "love ones when a girl can pull things over a man and sad ones when a girl is poor then she gets a good looking fellow." Another delinquent girl reported that she likes "romance because he always gets the girl he loves and she always gets the man she loves." One girl of fourteen says that her favorite kind of movie is one about "romance—Love 'cause it thrills." One of seventeen likes "love pictures because they show the different ways that people love one another and how some are crooks."

The Girl Scouts like love movies too, but they call them pictures of "chivalry." They prefer films dealing with the "days of knighthood" and with "sentiment."

To the boys the test of a good movie is the amount of action there is in it; the more action the better the movie. While almost all movies have a certain degree of the love element in them, those which are the so-called "romance pictures" either do not contain a great deal of "action" or the romance element is so emphasized and the love scenes are so prolonged that the action parts

only break out in spots instead of dominating the entire film. It is these spots which make a romance movie tolerable to the younger boy.

But in the movie of action the entire film fairly throbs with fast-moving life, breath-taking incidents of risk and danger, thrills, death and near-death, teeth-skin escapes, revenge, and reward. It is these which are dearest to the heart of a boy.

A scout reports that the kind of movies he likes best are those which show:

"Lots of fighting,
Lots of shooting,
Lots of riding."

Another scout relishes pictures of "fighting, horse racing, battles at sea and fires"; while a third favors "fighting, shooting, rough riding, and aiming." Movies showing "fist fights, hero saving, and moments of accident" are the favorites of a grade-school boy, and scenes of fights, any kind of fights, "gun, sword, artillery, and fists," delight another. "Fighting, love and leaping"; "Fighting, love and stunts"; and "roping by cowboys and police in gun fights" attract others.

Instead of these fire-flashing, perpetual motion westerns some children prefer the films of more intensified thrills, as pictures that are built around various kinds of crime. A delinquent boy likes to see movies in which there is robbery. "I like to see them rob and get caught at it." Another one likes "safe cracking and safe blowing." A delinquent girl prefers to see pictures of "robbery where they are always fighting."

Murder comes in for a certain share of popularity.

A grade-school boy of thirteen years gives as his favorite kind of motion picture:

> "A Roaring blood-dripping murdering movie
> with the hero a big crook who reforms."

It seems that to him "all's well that ends well," but he is probably not interested in the ending.

A delinquent boy of fourteen years who attended the movies from three to four times a week before his commitment to a correctional institution and who reported that he usually obtained money for admission by stealing it gave the following as his favorites:

> "I like to see somebody get killed.
> I like to see someone getting robbed.
> I like to see the police trying to catch somebody."

A delinquent girl likes to see movies of "murder where they can't find out who was the murder." Another girl, a thirteen-year-old public-school girl in the eighth grade, prefers movies with scenes of murder, she says, "because I just like it." Not only delinquents but many scouts also enjoy that gruesome, creepy thrill that is produced by movie murders. A Boy Scout lists as follows the kinds of films that interest him most:

> "Love stories and all that.
> War stories and all the killing in it.
> Bloody murder.
> He-man stuff."

Another scout likes

> "Up-to-date, modern war pictures
> Crook pictures
> Mysterious pictures."

War movies hold a great fascination for some of the boys but are not regarded very highly by the girls. A Boy Scout says, "I like war stories best, because it could be true." Another gives war pictures as his favorite kind of movies "because they show action, what I call real action." And another scout reports that he likes them "because I like to see men fighting." A war movie is the favorite of all movies of a boy of sixteen who gives as his reason that "it shows the Army, Navy, Marines, and other war things," and also of another boy of fifteen because "it is exciting and shows the method of fighting."

Some children like war movies because they produce a thrill of patriotism. A Boy Scout says that "They stimulate the blood and arouse appreciation for American efforts." The motion picture of *Old Ironsides* created this feeling for many.

> And many an eye has danced to see
> That banner in the sky;
> Beneath it rung the battle shout,
> And burst the cannon's roar.

Another Boy Scout of twelve years after witnessing this picture said, "I was filled with emotion."

A type of motion picture that has become popular with children in the last few years is the mystery movie, or "mystory" or "misterny" as many of them call it in listing it as one of their favorite kinds of pictures. Any movie with a "Dective" in it is sure to receive a good share of juvenile appreciation, for a detective presence on the screen gives assurance that something deliciously mysterious is just about to happen. And those

creepy little thrills begin to tingle up and down the spine, growing more active and creepier as the weird and mysterious begin to unfold. A Boy Scout of sixteen years likes a mystery movie "because it wakes one up and sharpens his wits and senses as to who's who." A grade-school boy of twelve enjoys mystery stories "about men that were murdered and how crime is caught." Another child likes a movie that is "based on something weird, holding your interest spellbound."

Comedy is ever popular with children. Many prefer comedy movies to all other types. It appeals to the younger children because it is "just like the funnies, only bigger and funnier," and to the older children "because it has the power of yanking a person out of a gloomy spell," and "because you forget your troubles and are happy."

Some children enjoy tragedy more than they do comedy. A grade-school boy says, "I like sad pictures because they make me think of the wrong I did at home." A delinquent boy likes a movie that is "sombre, because it helps us realize our true nature," and a Boy Scout prefers "a movie with a hard luck plot." "A quiet movie, one you can daydream in, a dark movie" is the favorite of another scout.

Educational motion pictures, "historical pictures that teach and not give sillyness and giddyness," "sport movies because they have plenty of action," "dramas, because they are true to life," and "jazz movies, ones that have the younger set of people and who are wealthy and sporty"—all make their appeal.

For the present research the 10,052 children studied

were asked to name the kinds of movies they like best, giving their first, second, and third choices. The various types of motion pictures were not listed and presented to the children for checking, as was explained in chapter ii, but each child on his own initiative named and described the three kinds of movies he liked best, giving them in the order of his preference. The types of films given by these children fall into the following groups:

Adventure	Romance
Comedy	Sport
Educational	Tragedy
Historical	War
Mystery	Western

The following data taken from Table XXII[1] show the different kinds of movies that were named as first choice by the boys and girls, given in the order of their popularity, as is shown by the percentages indicated for each type:

FIRST CHOICE

Boys	%	Girls	%
Western	20.4	Romance	19.4
Adventure	15.3	Comedy	12.7
Comedy	13.3	Western	12.0
Mystery	10.1	Tragedy	9.2
Historical	6.6	Mystery	9.1
Sports	6.6	Historical	8.4
War	5.1	Sports	6.9
Romance	3.9	Adventure	6.5
Tragedy	3.3	Educational	2.1
Educational	2.1	War	1.9

[1] Appendix II, Table XXII, p. 167.

Western, adventure, comedy, and mystery are the most popular types of movies with the boys, and romance, comedy, and western are the most popular with the girls. Aside from these types there are so many other types named for first choice, the scores of which are so small, that it is apparent that children's tastes for movies are as varied as are the movies themselves. This is further illustrated by the kinds of movies named for the second choice, also listed in the order of their popularity.[1]

SECOND CHOICE

Boys		Girls	
	%		%
Western	16.4	Romance	18.2
Comedy	15.7	Comedy	13.5
Adventure	14.4	Western	11.2
Mystery	10.4	Tragedy	10.1
Romance	7.3	Mystery	9.3
Sports	5.9	Adventure	8.8
Historical	5.4	Historical	7.4
War	4.9	Sports	4.7
Tragedy	4.2	Educational	2.7
Educational	1.9	War	1.9

Again the "big four"—western, comedy, adventure, and mystery—are the most popular types of movies with the boys. Those boys who did not name these types as their first choice gave them as their second choice, and in many cases those who gave them as their first choice also gave them as their second and sometimes as their third choice. Some of the answers to the question regarding

[1] Appendix II, Table XXIII, p. 168.

the types of movies for first, second, and third choices were as follows:

FIRST CHOICE: Western
SECOND CHOICE: Western
THIRD CHOICE: Western
or
FIRST CHOICE: Adventure
SECOND CHOICE: Adventure
THIRD CHOICE: Adventure

With the boys comedy is slightly more popular than movies of adventure in the second choice. In the first choice movies of adventure are more popular. Mystery retains fourth place in the second choice as it did in the first choice, but romance is almost twice as popular for second choice as it is as a first choice.

For the girls romance, comedy, and westerns receive the highest scores for second choice as they do for first choice. As in the case of some of the boys, the girls in many cases gave these as first choice as well as second and third choice.

The following data show the types of movies given as third choice. With the girls it is shown that romance, comedy, and westerns retain the same place in order of popularity here as they do in the first and second choices. With the boys, westerns no longer head the list but comedy does, with western second in popularity and romance replacing mystery.[1]

The foregoing data are with reference to the 10,052

[1] Appendix II, Table XXIV, p. 168.

children as a group. The subgroups—the scout group, the delinquent group, and the public-school non-scout

THIRD CHOICE

Boys	%	Girls	%
Comedy	16.2	Romance	17.7
Western	12.8	Comedy	16.4
Adventure	12.2	Western	9.9
Romance	10.8	Tragedy	9.6
Mystery	9.2	Mystery	9.2
Tragedy	6.0	Adventure	7.8
Sports	5.4	Historical	5.4
Historical	4.5	Sports	4.1
War	4.4	Educational	3.1
Educational	3.2	War	1.9

group—show few characteristic variations compared one with the other.[1]

FIRST CHOICE

	Boy Scouts	Delinquent Boys
	%	%
Western	16.7	36.6
Adventure	16.6	14.1
Comedy	15.4	8.9
Mystery	12.0	8.4
Historical	6.4	3.1
Sports	5.8	3.9
War	6.1	3.8
Romance	1.9	5.8
Tragedy	3.0	2.7
Educational	2.4	0.8

It seems from the foregoing data that the westerns are more popular with the delinquent boys than with the Boy Scouts, as the score for the delinquents for this type

[1] Appendix II, Table XXII, p. 167.

of film is more than twice the score given by the Boy Scouts. Adventure is practically as popular as westerns with the scout group, but is less than one-half as popular as westerns with the delinquent group although more popular than any of the other types of movies besides the westerns. Scouts like comedy and mystery plays almost as well as they do westerns and adventure films,

SECOND CHOICE

	Boy Scouts	Delinquent Boys
	%	%
Comedy	17.5	11.7
Western	15.4	24.9
Adventure	15.2	14.4
Mystery	10.8	7.5
War	5.7	4.5
Historical	5.4	3.3
Sports	5.0	5.4
Romance	4.5	9.0
Tragedy	4.2	4.5
Educational	2.4	1.2

but with the delinquents the score for westerns as first choice is more than four times greater than it is for comedy or for mystery.

Romance rates slightly higher with the delinquents as first choice than it does with the scouts. The scouts give romance next to the lowest count. The scores given for the other types of movies as first choice are so low that comparison would mean nothing.

In their second choice the scouts and the delinquents show little difference. The majority of the scouts give comedy as their second choice while the

delinquents again give western the highest score for second choice.[1]

For third choice, there is small difference in the tastes of the Boy Scouts and the delinquent boys. Both groups give the highest scores to westerns, comedies, and adventure films. With the scouts comedy is the most popular, western second, and adventure third; while with the delinquent boys westerns are the most popular, adventure second, and comedy third.[2]

THIRD CHOICE

	Boy Scouts	Delinquent Boys
	%	%
Comedy	17.2	13.4
Adventure	12.9	12.8
Western	11.1	20.1
Mystery	10.6	6.6
Romance	8.2	11.0
Tragedy	7.2	3.1
Historical	5.0	2.9
Sports	4.9	5.2
War	4.7	4.4
Educational	3.9	3.2

There is a greater difference in the tastes of the Girl Scouts and the delinquent girls in the matter of kinds of movies they like than there is between the Boy Scouts and the delinquent boys. The following data show that the majority of the Girl Scouts prefer comedy as a first choice, while the delinquent girls like romances and westerns better than any other kinds of movies. With the Girl Scouts romance pictures are not very popular.[3]

[1] Appendix II, Table XXIII, p. 168.

[2] Appendix II, Table XXIV, p. 168.

[3] Appendix II, Table XXII, p. 167.

The majority of the Girl Scouts gave comedy also as the second choice, while the majority of the delinquent girls have romance pictures for second choice.[1]

FIRST CHOICE

	Girl Scouts	Delinquent Girls
	%	%
Romance	6.9	35.4
Western	7.4	36.2
Comedy	21.0	2.7
Mystery	14.6	5.4
Tragedy	10.6	5.6
Sports	10.2	0.3
Adventure	9.1	2.9
Historical	8.5	3.5
Educational	3.2	1.3
War	1.5	0.3

SECOND CHOICE

	Girl Scouts	Delinquent Girls
	%	%
Comedy	16.6	6.7
Romance	10.4	27.6
Western	6.4	23.1
Tragedy	12.0	9.4
Mystery	11.7	8.6
Historical	11.0	2.9
Adventure	10.4	4.9
Sports	6.1	1.1
Educational	4.5	2.4
War	2.1	0.8

For third choice, movies of romance are more popular with the Girl Scouts than they are in the first and second choices, but comedy still holds preference over romance. With delinquent girls, romance is again the most popular type of movie.[2]

The high-school boys do not care as much for western

[1] Appendix II, Table XXIII, p. 168. [2] *Ibid.*, Table XXIV, p. 168.

pictures as do the grade-school boys. They say that they have outgrown the "wild and wooly" movies and like films that are more finished, as "films of adventure,

THIRD CHOICE

	Girl Scouts	Delinquent Girls
	%	%
Comedy	17.4	11.8
Romance	15.2	18.5
Mystery	13.1	12.1
Tragedy	12.4	7.2
Adventure	7.7	8.8
Western	7.5	11.3
Historical	7.4	3.8
Sports	5.8	1.3
Educational	3.3	5.7
War	1.7	1.6

FIRST CHOICE

	Grade-School Boys	High-School Boys
	%	%
Western	34.0	7.5
Adventure	13.7	13.7
Comedy	11.4	13.0
Historical	2.0	12.9
Sports	5.3	11.9
Mystery	6.3	8.9
Romance	4.7	7.0
Tragedy	2.1	5.6
War	5.1	3.8
Educational	1.3	2.8

those with historical settings, and the feature comedies, not the pie-throwing kind."

The younger boys, those of grade-school age, like the Boy Scouts and the delinquent boys, are partial to the westerns above all other movies.[1]

It is apparent from the foregoing data that the grade-

[1] Appendix II, Table XXII, p. 167.

school and the high-school boys show about the same preference for first choice in movies, except in three counts; westerns are much more popular with grade-school than with high-school boys, as was pointed out before; and historical and sport pictures are more popular with high-school than with grade-school boys. The other types of movies are practically equal in popularity with the two groups.

SECOND CHOICE

	Grade-School Boys	High-School Boys
	%	%
Comedy	12.4	16.6
Western	21.7	7.8
Adventure	14.7	11.9
Mystery	9.8	12.3
Romance	9.0	12.1
Sports	5.4	9.0
Historical	3.8	8.2
Tragedy	3.6	4.6
War	4.0	3.8
Educational	0.7	2.3

For second choice the majority of the high-school boys named comedy, while the majority of the grade-school boys gave westerns. In the other types there is no marked difference shown in the preference of the high-school and the grade-school boys.[1]

Comedy is also most popular with the high-school boys for third choice and romance the second most popular type of film. With the grade-school boy the western pictures remain the favorite for the third choice, as for the first and second choices.[2]

[1] Appendix II, Table XXIII, p. 168. [2] *Ibid.*, Table XXIV, p. 168.

The most popular type of movie with the high-school girls is the romance movie, while the most popular movie with the grade-school girls is the western film. The ro-

THIRD CHOICE

	Grade-School Boys	High-School Boys
	%	%
Comedy	14.1	17.2
Romance	13.5	16.2
Western	16.7	8.4
Mystery	7.8	8.8
Adventure	13.3	9.0
Tragedy	3.1	7.3
Sports	5.6	6.9
Historical	3.3	5.4
War	3.7	4.2
Educational	1.4	2.3

FIRST CHOICE

	Grade-School Girls	High-School Girls
	%	%
Romance	13.3	22.8
Western	20.2	6.5
Historical	4.6	10.6
Comedy	16.5	10.3
Tragedy	7.7	9.9
Mystery	6.8	8.8
Sports	3.7	8.0
Adventure	7.2	6.1
War	2.2	2.2
Educational	1.4	2.1

mance movie is the third most popular with the grade-school girls in their first choice, but the western film ranks low in popularity with the high-school girls.[1]

[1] Appendix II, Table XXII, p. 167.

Historical movies are more popular with high-school than they are with grade-school girls, just as they are more popular with the high-school than they are with the grade-school boys.

The romance movie is the most popular type of film for second choice for the high-school girls, and the western the favorite of the grade-school girls. Pictures of

SECOND CHOICE

	Grade-School Girls	High-School Girls
	%	%
Romance	19.0	18.9
Western	20.0	7.7
Comedy	14.5	13.3
Tragedy	7.5	10.5
Adventure	5.9	9.8
Mystery	8.6	8.9
Historical	2.1	8.8
Sports	3.3	5.3
Educational	1.7	2.5
War	1.8	2.1

comedy are given the second highest score for second choice by both groups.[1]

For the third choice the romance movie again holds the highest place for the high-school girls, and western holds it for the grade-school girls, while comedy is the second most popular type of film for both grade-school and high-school girls.[2]

From the foregoing data it is seen that children like all kinds of movies. Westerns, romance, adventure, comedy, and mystery are the most popular types and vary in their degree of popularity with the different

[1] Appendix II, Table XXIII, p. 168. [2] *Ibid.*, Table XXIV, p. 168.

groups. More than 10 per cent of the children utilized for this study reported no choice at all for types of movies, many of them stating that they liked them all.

There was as much variety and individuality of taste expressed by each child in naming his three choices as there was in the variety of types of movies named.

THIRD CHOICE

	Grade-School Girls	High-School Girls
	%	%
Romance	14.9	19.4
Western	16.7	8.0
Comedy	15.4	17.3
Tragedy	8.8	9.4
Mystery	6.1	8.4
Adventure	9.1	7.1
Historical	3.1	5.8
Sports	2.3	4.6
Educational	2.7	2.7

Some children gave as their third choices movies that were somewhat akin in type, as westerns, adventure, and war, while others showed a variety of preference as:

FIRST CHOICE: War
SECOND CHOICE: Romance
THIRD CHOICE: Comedy

One boy of thirteen years gave as his three choices the following:

Pictures about God
Foreign Countries
U.S. Navy

Another gave:

Sea Movies
Storms
Shipwrecks

And another:

Mystery
Romance
Tragedy

A grade-school girl of thirteen gave:

FIRST CHOICE: A movie referring to love
SECOND CHOICE: A sad movie
THIRD CHOICE: A funny movie

Another grade-school girl of fourteen likes the following kind of movies:

Historical with a little humor mixed in or pictures not of this period.

Pictures where the reasons for many actions do not come out till the end. Mysterious.

A Jackie Coogan type once in a while so as not to get tired of other sorts.

(I like a little love mixed in with any show.)

A seventeen-year-old delinquent girl gave as her favorite kinds of movies:

Passion plays or plays that show and express the way you feel.

Wild West or plays that have cowboys in them and shows they can do and dare.

Comedies or plays that are different and make you laugh.

A delinquent girl of sixteen writes:

I like love movies best.

Then I like western movies.

Then when there is a movie where there is a murder and they have to trace the murderer.

A Girl Scout gives as her three preferences:

I like college pictures best because they give one an idea of college life and the fun that can be had.

I like Canadian pictures next best because they show the dangers that North West Mounted Police meet.

For third choice I like society pictures because it gives one the chance to see how the "400" squander their money.

A Boy Scout, a Russian boy of seventeen years who has been in the United States only a few years, gives for his three choices the following:

First Choice: Something with classical music in it.
Second Choice: A movie about Hills or Woods and no human being in it.
Third Choice: A quiet western play.

A grade-school boy of twelve years writes:

First, I like adventure because I wish some day I could do it myself.

I like a mystery second because it gives you the thrill.

Third, I like a comedy because it cheers you up and makes you laugh.

A high-school boy of sixteen gives as his favorite kinds of movies the following:

Sea Stories
Sex Stories
Stories of Nature

Another high-school boy, one of eighteen, likes:

Historical Movies, with no lulls and plenty of action
Social Movies
Comical Movies

A high-school girl's three choices are:

First Choice: I like pictures of historical value that are educational as well as interesting.
Second Choice: Pictures that portray human emotions such as love pictures.
Third Choice: Pictures with real life in them such as fighting, pictures of hate that stir the blood, pictures of crime and the results of crime.

From the data gathered from the 10,052 children for the present study it seems apparent that the kind of movie a child likes best and the ones which stand out most vividly in his mind are of two classes: those which he recently has seen and those large, important films which are superproductions, as *The Covered Wagon*, *The Big Parade*, *The Birth of a Nation*, and others. In naming the particular films which they have seen and liked better than any other the majority of the children named those which were current at the time of the investigation. This, however, was not true in the case of the delinquent children who were committed to institutions of correction. They usually named movies that they had seen before entering the institutions. The motion pictures named were of such variety that classification was impossible. Here, as in the case of the giving of the kinds of movies most popular, the films were not listed, but the child was left to name the ones he liked best.

Those children who did not give a current or a recent movie as the one they liked best usually gave the superproduction that had been shown sometimes as long as three or four years previous to the survey. These films seemed to stand out quite clearly in the minds of the children.

A Boy Scout of seventeen writes of a movie he saw when he was twelve years old:

> Perhaps the movie that will last the longest in my memory is *The Birth of a Nation*. While I saw this picture about five years ago the thought of it still brings back the remembrance of the thrilling scenes showing the Ku Klux Klan and their actions toward the negroes. One of the most startling features of the show was the

grand climax which showed the magnificent assembly of the Klansmen and to me it seemed to be one of the most inspiring moments I had ever seen in the movies. No one character stands out as I think over the show but it does not seem right that any one should stand out in such a picture as this affecting as many people as it does.

Another scout of sixteen writes as follows of a film he had not seen for a long time, *The Four Horsemen of the Apocalypse:*

I liked it immensely. It showed pictures of Purgatory in which the Apocalyptic Beast was shown.

I like to see gruesome and awe-inspiring pictures of beasts that breathe fire through their nostrils. I like war scenes because they are exciting and full of action. I like the change of scenery from South America to France. I like to see love making as Valentino made it, although I think it was rotten of him to steal another man's wife.

The movie, *The Phantom of the Opera*, is a film that is long remembered by scores of children. Children who have not seen this picture for three and four years can recall with vividness the many scenes of the grotesque there were in it. Many children wrote of it, "It was the best picture I ever saw." A boy remembers it because of Lon Chaney, "the man of a thousand faces," he says. Another reported that *The Phantom of the Opera* "was a good play because it made me feel spooky. The man acting in it had a ghostly face on him."

The film *The Hunchback of Notre Dame* is also well remembered by a great many children. A boy in writing of this picture said:

It was a wonderful impersonation of a hunchback. The parts I admired most was the revolt against the Church and the pouring of boiling lead upon the people by Lon Chaney and the death of Lon Chaney.

The Ten Commandments was another film that had not been seen by some of the children for several years yet was recalled by them as being the best movie they had seen. A fifteen-year-old scout writes:

I liked *The Ten Commandments*. It was historical and shows that hostility between Jews and Gentiles can be forever. I liked the getting of the Ten Commandments. The miracles and I liked Theodore Roberts as Moses.

The Passion Play was also remembered by many children as the most interesting of all movies. A twelve-year-old boy tells what he thinks of the film:

Christ was in the woods when a man said he was Christ and the Roman soldiers were after him from a baby. King Herod ordered all babies under 2 years of age to be executed, An angel told Joseph to take Mary and Jesus to Egypt and he did. So the Roman soldiers took him to King Herod. He was whiped and had to carry the cross. He was hung on the cross. After he got put in his grave two angels threw the tomb stone a side and Jesus arose and went to heaven.

Sometimes a movie makes adverse impressions upon a child. A Boy Scout of fourteen years writes of a motion picture entitled *It:* "I believe *It* with Clara Bow is entirely a menace to the community. Pictures of such sort should not be allowed in the community." An older boy, one of seventeen years, writing of the same film says: "I liked *It*. It was a wonderful interpretation of alluring young women." Another boy of seventeen also thought that this picture was the best he had ever seen, he says, "because it had what we all need;" and a high-school girl likes the same movie "because it was so like real life."

The Sea Hawk was remembered vividly by several boys who had not seen this picture for a long time. One

tells why he liked the film better than any other movie he had ever seen.

A few years ago I read the book *The Sea Hawk* and enjoying it very much I made it my mission to see the play when it came out. I was very anxious to see it and I went the first week it was in Chicago.

I enjoyed the play as much as the book but there are always changes made, but the play followed the book about the best I have ever seen.

I like to see the way slaves were handled and how the people thronged to the sale to buy the slaves and the way in which Oliver got the confession from his disloyal brother right in front of the girl he loved.

I liked Oliver best; he was a man of strong constitution who kept his wrath and rage to himself. Also how he took things as they came and did not attempt to revenge himself until the proper time which is best in the long run.

The Sea Beast was also well remembered by many children. One of them writes of it:

I liked it [*The Sea Beast*] because it showed the way Brothers and Sisters treat each other and kind of embarasses the brothers and sisters who saw it and maybe helped them to have a better feeling toward each other.

John Barrymore and Dolores Costello were the leading characters and it showed the way a good girl should stick to a good fellow she likes and cannot be lured away. I liked these two characters because They played their parts well and made it seem as though the picture was real and it was all going on before you.

Whether movies are old or new, superproductions or mediocre films, they all have an audience. For as many different types of movies exhibited there are as many different tastes to enjoy them. There is a movie for everybody. The children think that every movie is for them, for they like them all—every one.

CHAPTER XII

THRILLS

. . . . O'er all the world leaps one electric thrill.
—Lowell

A movie thrill makes the whole world kin.

Ever since its wild fire spread throughout the universe the motion picture has been giving the same kinds of thrills from the same kinds of films in almost all the lands of the earth, for all people like to laugh and cry, to shudder and fear and admire, and those who universally stimulate these varied emotions are the folks who walk upon the screen. There is no barrier of language with them. (Now that the talkies are here, think of the many tongues the screen ones will have to untwist! But the talkies could remain silent in all the countries and still the pictures would be understood.) Everyone knows a smile, a tear, a look of horror or a shrug of shoulder. There may be different moral codes that tint things in movies slightly different shades for different folk, but fundamentally we are all brothers in front of the screen.

A film hero is recognized as a brave and daring fellow whether he be flashed upon a palm leaf in Haiti, against the side of a tent in Arabia, or on a silver sheet in a movie palace on State Street. A film villain is a wicked, cruel man—almost always a man—whether he twists his black mustache in Sicily, the Great Northwest, or Pecos,

Texas. A film heroine is just any pretty girl anywhere who is susceptible to seizure. And so we all understand them all.

A movie is judged by the thrill it produces. This is especially true as far as the children are concerned, for a film is popular with them to the extent to which it gives them a thrill. The picture with the "biggest kick" is the picture that is best liked, and it seems that it is the one which is the longest remembered. Not all movies have the same thrills for all children, for children are as individualistic about their thrills" as they are about the types of movies they like best. Certain scenes in a given film will appear very attractive to some children while to other children other scenes will make a greater appeal.

The 10,052 children studied are as varied in their expressions of what "things they like best to see in movies" as they are in reporting the kinds of films that are their favorites. The following is the list of film situations which were given by the children on their quiz papers as thrill-producers:

Athletic stunts, college sports
Fighting, duelling
Murder, robbing, shooting, gambling, opium dens
Indian warfare, war, and battles
Racing, riding
Kissing, love-making, marrying, weddings
Parties, society, dancing
Costumes, fine clothes, fine homes
Airplanes, shipwrecks, trainwrecks
Sad scenes, mother-love, justice
Poor rising to riches and power
Impossible things
Heroic deeds

Children of near ages usually enjoy the same kinds of scenes. Boys "get a kick" out of some things in the movie which do not appeal to the girls at all, while the girls "just thrill" over other things which the boys say are "the raspberries."

The scenes which make the greatest appeal to the boys are usually those which satisfy some desire which is in them. The scenes which appeal most to the girls are those which correspond to but apparently do not satisfy some desire they have. The boys seem to be content with the things as they see them on the screen while the girls only long for the things that they see there. The boys like to see acts of bravery because it makes them feel that they are participating in the brave deeds. The girls like to see scenes of love-making because it makes them wish that they could be so loved. The boys imagine themselves in the place of the hero; the girls wish that they were in the place of the heroine. The boys seem to live in the pictures more than do the girls.

Western pictures produce many thrills for most boys. A delinquent boy said of a Wild West hero, "When he was riding the horse I felt like I was riding." A Boy Scout of thirteen, in writing of a western play and its hero, said, "It put pep in me and made me be like him." Another scout "felt as if I was in the surroundings the picture was taken in and with the characters." Tom Mix makes another boy "feel strong and hard." The greatest movie thrill felt by a delinquent boy was produced by scenes of "a man shooting against twenty men." This picture made him "feel good and strong." A scout of fifteen was thrilled at a western "when the hero

fought through the big gang to see the girl he loved," and it made him feel "as if I was out in the wide open spaces riding with him."

War pictures also give thrills. They make some boys feel "determined" and others "brave." A boy of fifteen said that the film that made the greatest impression on him was a war story. It made him feel "as if I was right with them. I dreamed I was fighting the leader and in the morning I was laying on the floor." Another boy likes a war picture because it makes him feel that he is fighting the enemy, and a war film makes a third boy feel "like as if I were in the army."

Scenes of a forest fire make a delinquent boy feel "as if I was there," and scenes of a football game make another boy feel "strong."

Romance movies hold most of the thrills for the girls. A delinquent girl said that the "love parts" of a movie appealed to her most because "these scenes make me want to be there." Similar scenes make another delinquent girl "feel like I would want somebody like the hero for my sweetheart or husband." Other girls are greatly thrilled over scenes of "loving and kissing and marrying" and "kissing and loving and one girl seeking a lover," and "when a boy makes love to a girl and wins her."

A delinquent girl likes movies of "love and kisses" because they give her a thrill, while another delinquent girl does not care for such scenes as they "make me feel cheap. Movies are not real." The greatest thrill a high-school girl got from a movie was produced by the picture called *It*. The ending appealed to her most of all,

"when they decided they both had it." Another high-school girl was "thrilled" over this film.

Not all of the movie love thrills are felt by girls, however. Some of the older boys "feel romantical," as a scout said, over certain "hot scenes." Here again the boys feel active while the girls remain in the longing state. A boy of thirteen "got a big kick" out of a "sheikish play" because it "made me feel like I was a sheik." Another Boy Scout got his biggest movie thrill from a scene which showed "the way the vamp did her best work and got away with it." The picture made him feel "as if I wanted to flirt with her or some good looking girl."

A fifteen-year-old high-school boy was thrilled over an entire picture because "it had fights that furnished the thrills and a girl that would make any boy's heart beat a little faster." Another boy found from a movie that "men prefer pretty ankles to brains" and the picture made him feel "good"; while that which made the greatest impression on another scout was "the way all men flirted." This made him "happy."

The boys were much more frank in expressing their feelings toward the sex dramas than were the girls. Some of the boys openly stated just how certain intense love scenes affected them. The girls did not.

Not all of the thrills produced by sex movies are experienced by the older boys. A Boy Scout of twelve years said that the movie he liked best was one in which "the girl came to her sheik." The picture, he said, made him feel "good—like having some girl." Another scout got the greatest thrill out of a scene where the villain was

after the girl. This, he said, "made me feel good." A movie scene which made the greatest impression on a delinquent boy was one "where he went in the cellar and took the girl with him." To the question, "How did the picture make you feel," he answered, "Can't explain." On some of the quiz papers unpublishable terms were written after this question.

Scenes of fighting furnish thrills for boys of all ages and sometimes for girls, especially the delinquent girls. These scenes make some of the children feel "active," "full of pep," and "like fighting."

When a delinquent girl sees a fighting scene in a movie, she says, "I feel like getting out of my seat and starting in to fight." And a delinquent boy says that fighting scenes make "me feel like jumping out of my seat." A Boy Scout feels "ready to start to help fight" when the combative scenes begin. Another scout says that fight movies "make me feel like fighting and seeking other forms of adventure." A scene that made the greatest impression on a delinquent boy was "where a man volunteered to cut another man's ears off. It made me feel as though I wanted to fight."

Besides scenes of fighting, many children get the greatest thrill out of scenes of revenge. A Boy Scout said that that which pleased him most in a movie was "when a villain was killed. It makes me feel happy." A little rebel who had gotten north of the Mason-Dixon Line received his greatest movie thrill when "the Yankee sharpshooter got killed. It made me feel swell," he said.

Scenes of robbery and murder hold fascination for some of the children. A Boy Scout said that the thing

which appealed to him in movies were scenes of the "crooked way of robbing." Scenes of robbing made another Boy Scout feel "active." A delinquent boy said of a particular movie, "the most interesting thing in this picture was when he stole the money," and another liked best the scene of the "holdup with a monkey wrench." A robbery scene made another feel "good."

A Boy Scout of seventeen named *The Great K and A Train Robbery* as the picture which had furnished him the greatest thrill. What appealed to him most about this film was "its reality." Another scout liked a certain picture "because there was action in it, and shooting. One guy killed the other." A third scout enjoyed most the scenes in a movie "where they were going to hang a man." It made him feel "good." A boy of fourteen in writing of the film *Old Ironsides* says, "I liked it because it was interesting. I liked especially the fighting, torturing, romance, etc." Another boy of sixteen likes a picture "where guys get killed with dynamite." Seeing "a feller knocked unconscious" furnishes a thrill for a high-school boy.

Not all movie scenes that produce thrills make the children feel "happy" or "good." Many scenes that the boys and the girls enjoy, nevertheless, make them feel "nervous," "all a-tingle," "scared," "weak in the knees." The most thrilling scene a Boy Scout of fourteen ever saw, he said, was "where the Americans were to be overtaken by a explosive bridge." When asked how the picture made him feel, he said, "I couldn't sit in my seat. I had to move around so much, it was so exciting." A scene in a mystery play made another scout feel "ghostly

mysterious." "I didn't sleep for a week—and how! I dreamed of skeletons."

A boy of thirteen reported that he feels "exhausted" after witnessing a scene "where a man fights all the guys"; and another boy felt "seasick" upon witnessing a scene of "a spy trying to blow up the ammunition."

Some scenes in movies make children feel "kind of afraid," "creepy," and "goofy." A Boy Scout was most thrilled at a scene of a man who was about to be run down by a tank. He said that the picture "sent a tingle up and down my spine." "Racing pictures," says a scout, "makes your nerves all a-tingle." A high-school girl is "very nervous after witnessing mystery films." An exciting scene in a movie makes a delinquent feel "thrilly" and another "shake with fear." A Boy Scout said, "When I come out of a movie I am dummer."

Many scenes in movies thrill the boys because they create in them certain desires. A scout says that when he sees a baseball picture it makes him want to play ball, and makes him think that it is "even more exciting than I thought it was." A western film makes another scout "want to be outside in the open all the time." Scenes of injustice make a delinquent boy "feel like firing a gun at the mean one." A western movie makes another boy "want to be the sheriff." A picture of a spy trying to blow up a ship makes a boy "want to be a marine." And a movie with a moral causes a Boy Scout to "want to always be honest."

The scenes of life on a battleship make one boy feel "patriotic." A scene of war being declared makes a boy of fourteen "feel like I hate war." A picture of a tornado

sweeping the country makes a boy feel "exciting and not myself."

A Boy Scout gets a thrill out of the acting of a movie star. "I admire the expression he made us all notice when he thought the girl he loved betrayed him." A delinquent boy writing of the same movie said, "The hero thought that his sweetheart was making him get hit by his enemies, that's why I liked to see it." A scout gets a thrill out of seeing "fighting with the Chinese." It made him "glad" to see these scenes.

Sometimes a comedy furnishes the "greatest thrill." A Boy Scout gets the "biggest kick" out of the "repeatedly lubirous situations" that appear in a comedy film, while a comedy puts another boy "into a good mood." "Funny pictures" make some boys feel "mischefious."

A movie which made the greatest impression on a grade-school boy was one in which, he writes, "the crook went to grab his gun and Tom Mix shot him through the rist and then socked him in the snoot."

Sometimes children are thrilled over scenes in movies that create in them a feeling of admiration and respect. A boy in writing of a Rin Tin Tin film says, "It made me have more love for a good dog. It shows that if you treat a dog kindly he will love you and be your friend." Another boy says of a "dog picture" that it made him "feel kind toward a dog."

The highest point of interest in a certain picture to a Boy Scout was a scene where the police made a raid. The boy said that the movie made him feel "grateful to the police." A delinquent boy was quite impressed with a certain film. He said that after seeing it, it made him

want "to go straight and win my fame like the men did." Another boy liked a picture "because the two leading characters were plucky and had hope to the last minute."

Children are ever appreciative of heroic deeds, and scenes of such in movies apparently make more of an impression on them than any other kinds of scenes. They write of them frequently. A Boy Scout tells why he liked a certain film.

I liked it Because it showed how Brave a Man could Be even in A Movie. the one thing I liked Best in the play was when he rescuied his friend from a Burning Building which fell to the ground as soon as he left it. the only thing I did not like was the impossible things in it like the wall falling the instant he left.

A grade-school boy of thirteen was greatly thrilled over a movie scene of a hero almost losing his life trying to save someone else. The boy says, "The picture made me feel like doing something of the sort."

Children are also appreciative of struggles against odds and of good work. The film *The Winning of Barbara Worth* was a source of inspiration to many children. A sixteen-year-old Boy Scout says that the most interesting part about this picture is "the way a desert turned to a land of crops." The picture made him feel "grateful to the man who succeeded." Another boy who named this film as the best movie he had ever seen said that the scene that gave him the greatest thrill was "the flood when the Colorado River broke the irrigation dams." It made him "proud to think that men could invent irrigation." A third scout tells in detail of why this movie was the best he had ever seen:

I liked the winning of Barbara Worth, because it was real it showed how the desert made the land look and how the land looked

after the desert got a drink of water. In all stages of life there is a villian. This picture had a villian who got his punishment and it showed what happened to him. In the beggining just a few settlers were crossing the desert to make homes on soil further away. The Colorado river was used and a dam was made to be used for irrigation. The dam broke and the people fled for safety. Hundreds were killed but some escaped. They were urged by Ronald Koman or Abe Lee to rebuild the dam and drive back the river. This time they won and settlers by thousands flocked to where a desert had been. Now there was orange groves, fruit trees, and other thousand of acres, plain farm land.

The foregoing data, the statistical tabulation of which may be found in Appendix II,[1] show that it is usually the dramatic or spectacular situation in a movie which stirs the child. This is true whether the thrill is produced by morbid or tragic scenes or by scenes that create finer appreciations, as admiration for heroic deeds or respect for efforts such as described above by the Boy Scout in his composition about the transformation of the waste desert land into productive farm land.

Children see movies of all types and they like movies of all types, and what they enjoy most about them are the thrills that they furnish. It does not make any difference to the children out of what kind of incident the thrill arises. It is the thrill that counts.

[1] Appendix II, Table XXV, p. 169.

CHAPTER XIII

DELINQUENTS AND MOVIES

Out of the chill and the shadow
Into the thrill and the shine.

—Margaret E. Sangster

"Movies is the real stuff. They ain't like it is at home. That ain't real life—home. Its just hollerin' and fightin' all the time and kids. Pa's drunk. Ma yells and the kids cryin'." The seventeen-year-old delinquent boy, slim, sullen, looked out of a classroom window of the State School for Boys across bleak November fields into the far removed land of movies, and his eyes longed as he thought of the thrill and the shine. "You see things in the movies that are different—it's another life. Fine clothes, cars. Poor people want these things too and they ain't got them. Movies give you the real stuff. Then it's over soon and you come out on the street and it's the same old thing for you, just like before you went in"—back to the chill and the shadow.

The present study found that the delinquent children have a wider movie experience than do the children in the other two groups. In the foregoing chapters it was pointed out that not only do juvenile delinquents come in contact with movies to a greater extent than do other children, but that the movie contact of delinquents is much freer than that of other children.

It was found that the majority of the children attend

movies once or twice a week. Almost one-half of the delinquents reported a movie attendance rate of three to seven times a week. A higher percentage of delinquent children attended movies in the evening hours before their commitment than do children of the other groups, and a higher percentage of delinquent children attended alone or with "the gang" than do the other children. Delinquent children stay in the theater for more than one performance much more frequently than do other children. From these and other findings of this research it seems that juvenile delinquents have a more active contact with movies than do other children.

Sociologists have discovered that most of the delinquent children in Chicago come from certain districts, from neighborhoods that are poor, overcrowded, and drab; that the homes in which these delinquents live are as the neighborhood—poor, overcrowded, and drab. They are homes in which "Ma" yells and has very good cause for doing so. They are homes in which there is little else.

The movie offers these children an immediate escape from drab realities and cruel certainties of their surroundings and gives them for a brief time another life—a life which to them is the real life because it is the ideal one. If they cannot have the "real stuff" in their own lives, they may borrow it for awhile from the screen.

Of course "it's over soon and you come out on the street and it's the same old thing for you, just like before you went in." But there are other movies and other movies—with streets in between—city streets of children, streets of adventure—movies where desires and

aspirations are satisfied or are stimulated or perhaps both—streets again. And thus it goes on and on until finally for some, bleak November fields rise on the horizon, blotting out "the thrill and the shine" and adventureland, blotting out movies and streets and sometimes the children themselves.

"It makes you nuts to see so many movies," said a young boy whose "deeds of adventure" had brought him the title of delinquent and a change of environment. "To go every night is too much—just don't know what you are doing when you see movies so often. They make you want things you haven't got—and you take them."

There were not many of the juvenile delinquents utilized for this study who "blamed the movies." Some looked upon them as havens of refuge from temptation, but most of these children were interested in the movies as movies and as "the best entertainment in the world."

A few, however, felt that their conflict with the law had been because of some contact with the movie. A young delinquent said in retrospective mood, "Movies make most anything seem all right. Things that look bad on the outside don't seem to be bad at all in the movies." And a girl of thirteen at the State School for Girls said, "Movies make you careless about life, that is, they make you do things and it doesn't seem so bad to do them when they are in the movies. My girl friend and I used to go all the time. They would influence her more than me. They would make her silly about the boys." In her motion-picture quiz paper this girl, in describing a movie which she had seen previous to her commitment, wrote, "I liked the part best where the girl wanted

another girl's husband and took two dimes with heads on both sides and tossed the dimes. Of course she got heads so she got him. After awhile she died and he went back to his wife. I don't like any movie because it don't do me any good."

Many girls at the same institution stated that movies made them dissatisfied with life. One said, "Movies make me feel 'gee whiz, some people have all the luck in this world and us poor folks have nothing.' Lots of times I have seen things in movies about poor girls raising up and having a fine life, so I just went ahead and did it myself. I don't think movies made me do what I did but I know that I got the idea there. Lots of times I'd see boys and girls in movies smoking and with flasks. I'd come home and smoke a cigarette just for fun."

The delinquent girls spoke more freely about how restless the movie made them than did the delinquent boys. The boys were more interested in the movie as entertainment and apparently did not look upon them as personally as did the girls. A young girl who had been at the State School for girls several years said, "I used to go to movies before I could understand what they were about. I've been here a long time. I want work and to get some fine clothes and then travel, travel, travel. I want to see life. Movies give you that. Movies make me restless, sick and disgusted. Movies make me feel, 'Oh, if I could only grow up.' "

According to the statements of some of the girls, the movies created in them desires other than those of wanderlust. "Movies with drinking in them make me want to drink. Me and my girl friend after we saw a movie

with lots of drinking in it, looked up a rooming house so we could get a drink and we did, believe me," was the testimony of one, while others said that they would go home after a movie and blow smoke rings just as the actress had done or tried to dance the latest steps they had seen in the show. One girl, a very good violinist at the State School for Girls, got the inspiration to learn violin from the movies. "Once I saw a picture that had in it a woman who was beautifully dressed. She was playing a violin. When I got home I told my mother that I was going to learn to play the violin and dress like that some day. My mother let me take lessons. I imitated the actors in the movies. I would watch how they would use their hands, how they would eat and how they would do everything."

An eighteen-year-old delinquent girl, committed to the same institution for "immorality," told the following story:

> I would see a movie where every one was happy. I liked especially the dancing and the pretty clothes in the pictures. I wanted life—couldn't get it—so went out for it. I wanted a gay life. The movies showed it, especially the movies with dancing in them. Every time I would come home from the movies, I'd say to my mother that my life is so uninteresting. There is nothing in it like there is in the life shown in the movies. I want a gay life! I started out for it and had it only two months when I got sent up here. Every time I saw a movie it made me dissatisfied with my life. There was no one thing ever in a movie that made me want to be bad. I just wanted things like other girls had, girls in the movies.

Another girl who had been only a short time at the State School for Girls spoke with much bitterness concerning love, "love movies," and life in general.

Love movies make me feel dissatisfied, make a girl want what she can't have, but I think that dances are worse for girls. I know that that is probably why I got into trouble, I'd go to a movie, the first movie show in the evening, and then to a dance and then autoriding. Love pictures I like, but I don't believe in love. There isn't any love except the love of mother for child or child for mother or brothers and sisters. There's no such thing as love between men and women. When a man thinks he loves a woman, it's just like a dog with a bone. He gnaws it, then buries it so no one else can have it.

I don't think women ever love men. They get used to them and maybe sorter like them after they have been with them for a long time. But love—that isn't love.

The delinquent girls talked quite easily about the so-called sex movies. Some of them said that "movies showing love scenes make a girl want a boy," and "movies showing marriage make young people sitting together in a movie theater want to get married." A sixteen-year-old girl expressed her feelings toward such films as follows:

Those pictures with hot love-making in them, they make girls and boys sitting together want to get up and walk out, go off somewhere, you know. Once I walked out with a boy before the picture was even over. We took a ride. But my girl friend, she all time had to get up and go out with her boy friend.

Another girl near the same age said, "Those hot-stuff love movies, they get you so excited you can't see them through."

The delinquent boys were apparently more interested in the movies of action and excitement than they were in the romance movies. They did not discuss the latter very readily but were enthusiastic and dramatic in their narrations of those that were filled with adventure, danger, and thrills. It had been several years since some of

the boys had seen the films of which they were writing, and yet they described with patient detail the scenes of action and excitement. Following is a typical composition of one of the delinquent boys:

The best movie I ever saw was *Secret Orders*. It was about a girl. She was going to marry a man that was a crook and afraid to go to war he did not like the girl he just wanted to marry her to keep from going to war. the night he was going to get married he went out with a friend and did some robbing. in the meantime his bride was home waiting for him. She told the parson to wait a few minutes longer and he would be home. this man and his buddy got chased by the bulls one got away but the man that was going to marry got shot in the sholder but he got away so he went up to his brides' house and then got married. After the parson left he exposed the sholder to her but he liyed to her he said that he got held up on the way up their. Just then his friend walked up and open the door and said the bulls were coming She heard him and recognice he was a crook she broke out in a rage she beat on his chest and cried I have married a crook I have married a crook O why did you O why did you just then the other man said O come on the bulls are here but the man would not come. So he left him their. then the other man tried to go but she would not let him go. she said she would holler out loud If he tried. he saw he could not go so he made out that he was dying he said. she come up to him then he pushed her a side took the key and ran down stairs but he was to late they caught him and took him to Jail. So she inlist as a messenger in the war. they sent her a house to work she was sending messages to the war. their were some papers in the safe that had to be watched very careful the cook the butler the housemaid all belong to the enemy line the cook would give messages by flashing a flashlight on a looking glass. One day they sent her husband to Jail he was handcuffed to a dick on a train the train had a wreck the dick got killed but did he not get killed so he got away they thought he had got killed so they saw It is the papers that he had got killed with the dick. he went back to his friend and they were planning to get those papers out of the safe at the house where this girl lived. he went one night and hid in the bushes. the cook came

out and fired a shot the two dicks that were watching the house came running to the cook. in the mean time this man slipped in the house. the dicks asked the cook what was the matter. the cook made off he was shooting at a cat he said dam that cat he stole my meat I kill him if I ketch him. In the mean time the man was in the house. he got the safe open the girl heard a noise she went down to the door she had a gun in her hand he heard her so he Jumped out and grabbed her hand took the gun away from her. he was surprized to see her and so was she. then the man of the house came down stook this man up he said what are you doing here. he said I came here to see my wife. dont lye he said she is not your wife. She is he said ask her then. She said yes. Just then the cook sneaked in and blackjaked the man of the house. they took the papers and beat it with the girl the men they jumped on the roadster Just then these dicks Jumped up and said halt they killed the man that was married to this girl but the girl and the cook got away the two dicks wentin untied the man Jumped on a car and follod them the cook took her to a empty house where they could broadcast the messages to their boat. the messages they sent were going to bomb up a ship of war. the girl made off she wanted a drink of wine he went to the door and open it she pushed him out locked the door and sent a message to the boat they bombed and saved a lot of lives they shot the girl but did not kill her.

While most of the boys looked upon the movie as superentertainment and all that was to be desired, there were some who felt that they would not be where they were if they had not gone to a certain movie. A young delinquent boy at the State School for Boys was positive that the movies got him into trouble.

It all happened on a Sunday afternoon, in a small movie theater out in South Chicago. John, we will call him, was intently watching a very thrilling underworld picture. The action was rapid, excitement intense. A policeman was giving chase to a crook. The crook was just about to get away. John forgot he was in a movie

theater on a Sunday afternoon. Quickly he whipped his gun from his pocket, fired three shots, and the crook instantly disappeared before the huge slit in the screen.

John said that that was his last movie.

Not many of the delinquent boys felt that movies generally or any movie in particular were to blame for their delinquency. In fact, quite a few of them said that had they been "in a movie at the time it happened, it would not have happened." An eighteen-year-old boy, two years an inmate of the correctional school, said, "I like to go to the movies. I went almost every night before I got sent up. They are great. If I'd been in the movies, I'd kept out of trouble, but I got mixed up with some bad companions."

A fifteen-year-old delinquent at the same school said, "If they had let me go to the movies, I'd be at home now instead of here." This boy was sent to the St. Charles School for Boys on a holdup charge. Before his commitment he attended movies almost every night. He liked pictures that were "different," and he always searched for this kind. His favorite movies were *The Birth of a Nation*, *The Phantom of the Opera*, and *The Vanishing American*. He liked these films because "they were not like other shows." This is his story:

> I got so crazy about the movies that I just couldn't stay away. My parents gave me the money to go for a long time but they finally decided I was seeing too many for my good so they refused to let me go any more. They cut off my money. I *had* to have money for the movies so I just went after it.
>
> I got by with small holdups for a month, didn't get much money, used it for movies, then I got caught and sent up here, charged with concealed weapons and holdups.

Movies sorter coax a feller. You know you see them in the movies doing things, looks so easy. They get money easy in the movies, holdups, rob, if they make a mistake they get caught. A feller thinks he won't make a mistake if he tries it. I thought I could get the money put it in a bank a long time and then use it later. The movies are O.K. They'd kept me away from here.

Many of the delinquents said that the movies made "things seem so easy." But they had only to find out later, much to their sorrow, that things are not always as they seem. A twelve-year-old boy committed for stealing to the St. Charles School for Boys told how simple some things look on the screen but that when he himself tried them, they were quite different.

Once I saw a movie, me and another guy. It was about a man who robbed a house. He broke into a house and took a roll of bills, money, dis big [indicating]. He got in dat house and stole dis big roll. Me and dis guy, we said, "dat's easy, we kin do dat." So we lef de show before it was over and here was a man's auto, an open car, parked. We went thu dis car and in de pocket we found an automatic. We thought it was a water pistol at first. We took it out and found it had a magazine in it. Den we wanted to sell it so we took it to a lady's house and was showing her how it worked. We thought we had taken out all the cartridges. De other guy got shot in de shoulder. De gun went off accidently. Everybody ran out of de house. The police came. I beat it and hid.

The findings of this study show that the delinquent child's contact with the movie far exceeds that of other children. His active interest in it is apparently a protest against the bareness and drabness of his own life. That which for various causes has been denied him he naturally seeks. The movie is all about him. It is one of the factors and perhaps the most conspicuous factor within his

reach which helps him to fill the emptiness of his life. In it he thinks that he finds the "real stuff" even though they be only screen shadows of the things for which he searches.

The delinquent child's extensive contact with the movie may or may not be due to the fact that he is a delinquent and because of the things back of his delinquency. Whether or not the movie enters into his delinquency is a subject for further research and is out of the realm of this study. The present data only show that the delinquent does have a wider movie experience than do the other children studied.

EPILOGUE

CHAPTER XIV

"WE WANT LIFE"

When life leaps in the veins, when it beats in
the heart,
When it thrills as it fills every animate part,
Where lurks it? how works it?

—Owen Meredith

"Life!" is the cry of man from the prologue to the fadeout. As each reel winds off and another begins, Life with all of its fulness and emptiness, its joy and its woe, is ever the star of the play.

"We want life, that is why we go to the movies. The movies let us see life and we know what it is." The high-school boy spoke for "the crowd"; perhaps he spoke for Youth.

Everywhere, all about, is Youth clamoring for life. Chafing under the shackles which he feels can be loosened only by the freedom which comes with knowledge, he seeks to know.

Everywhere, all about, is the movie, flashing shadows of life on a screen, shadows which Youth thinks are real because they tell him what he wants to know.

The movie reflects life in both a real and an exaggerated form. The sweetness, the hopefulness, the joyousness, the crude, the morbid, the grotesque of life are mixed in a huge movie bowl, sometimes not proportioned to reality but convincing, nevertheless, and tasty. Youth does not know the difference. Youth, because of youth, does not have the wisdom of years to weigh the real with

the unreal, the usual with the occasional. To him it is all life. And if it does not fit in with his own life, then his life is not real. It is the exception; there is a deficiency.

Through the fog the movie sometimes sends what seems to be a gleam of light for Youth but which after experience is known to be only a mirage. Sometimes the movie sends a gleam of light to Youth which proves to be a beacon, leading him out of the fog into the clear.

The movie is of the world, it belongs to the world, and therefore it belongs to Youth.

As life's experiences unfold to the children in proportion to their years and understanding, so should movie life, which is a dream world painted in shadows, be unfolded to the children according to their ages and understanding.

Many children have experiences of life far beyond their years, and these children are robbed of some of the preciousness of childhood. Almost all children who attend movies—and almost all children attend movies—almost always are exposed to screen experiences of life that are far beyond their years; and these children, too, perhaps are robbed of some of the preciousness of childhood.

The bud torn open is neither a bud nor a flower, for it is a part of both and not all of either. It is too tender and uncertain to be a flower. It is too open to be a bud. But this need not be. The bud need not open until maturity. The movie need not portray to the children things that are not of and for the children.

The movie is the world's greatest story-book. Filled with life's tales, it is for all. But the juvenile edition is not yet off the press.

APPENDIXES

APPENDIX I

The following are copies of Quiz A and Quiz B which were answered by 10,052 children:

QUIZ A

1. Name _____
2. Name of parents _____
3. Address _____
4. Age ____ 5. Date of birth _____ 6. { Boy / Girl } 7. Grade ____
8. Are you a Boy Scout (Girl Scout)? _____ What troop? _____
9. Do you belong to any clubs? _____ What? _____
10. Do you go to the movies? _____
11. How often do you go? _____
12. How many times did you go this week? _____
13. How many times did you go last week? _____
14. How many times did you go week before last? _____
15. Do you go alone to the movies? _____
16. Do you go with your parents? _____
17. Do you go with older brothers and sisters? _____
18. Do you go with friends? _____
19. What time of day do you go to the movies, afternoon or evening? _____
20. Do you go after school? _____
21. On what day do you usually go? _____
22. Do you go Saturday afternoon? _____
23. Do you go on Sunday? _____
24. Do you stay through the show more than once, more than twice? _____
25. Do you stay all afternoon in the show? _____
26. Do you go to a neighborhood movie or a Loop movie? _____
27. What theater do you go to most frequently? _____
28. How much does it cost you to go to the movies each week? _____
29. Where do you get the money to go to the movies? _____

30. Do your parents give it to you or do you earn it?_____
31. Do you take your friends or do they take you?_____
32. How do you choose the movie you want to see?_____

_____

QUIZ B

1. Name_____
2. Name of parents_____
3. Address_____
4. Age____ 5. Date of birth_____ 6. {Boy / Girl} 7. Grade____
8. Do you like to go to the movies?_____
9. Which do you prefer to do:
   Play football or go to the movies?_____
   Play baseball or go to the movies?_____
   Go to a party or go to the movies?_____
   Go hiking or go to the movies?_____
   Go auto-riding or go to the movies?_____
   Read or go to the movies?_____
10. Name three of your favorite books:_____
    1. _____
    2. _____
    3. _____
11. Which one do you like best?_____
12. Name three of your favorite movies?_____
    1. _____
    2. _____
    3. _____
13. Which one did you like best?_____
14. What kind of movie do you like best, second best, third best? DESCRIBE.
    First choice_____
    _____
    Second Choice_____
    _____
    Third Choice_____
    _____

15. Name three things which you like best to see in the movies:
    1. _____
    2. _____
    3. _____
16. Name three movies which you have seen recently:
    1. _____
    2. _____
    3. _____
17. Which one did you like best?_____
18. Why did you like this one best?_____
19. What was the most interesting thing in it?_____
    _____
20. How did the picture make you feel?_____
    _____
21. Did you dream the night you saw the movie?_____
22. What did you dream about?_____
23. Name three of your favorite movie actors:
    First choice_____
    Second choice_____
    Third choice_____
24. Name three of your favorite movie actresses:
    First choice_____
    Second choice_____
    Third choice_____
25. Write a short composition about a movie which you have seen. If you liked it, tell why and name the things you liked best in it. If you did not like it, tell why. Name the characters you admired most in it and tell why you admired them.

The Chicago public schools that were utilized for this study are:

HIGH SCHOOLS	GRADE SCHOOLS
Calumet	Douglas
Lucy Flower	Garfield
Hyde Park	John Fiske
Wendell Phillips	Wentworth

APPENDIX II

TABLE I

Number of Times a Week Children Attend Movies, by Class and Sex

Class and Sex	Total	Number of Times a Week Children Attend Movies								Children Not Attending Movies		Attendance Not Reported	
		Less than 1 Time a Week		1 and 2 Times Week		3 and 4 Times a Week		5 Times and More a Week					
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Total children	10,052	1,404	14.0	6,450	64.1	972	9.7	288	2.8	168	1.7	770	7.7
Boys	6,015	712	11.8	3,907	65.0	686	11.4	248	4.1	76	1.3	386	6.4
Delinquents	1,046	17	1.6	512	48.9	285	27.2	212	20.4	7	0.7	13	1.2
Scouts	3,114	438	14.2	2,162	69.4	216	6.9	14	0.4	43	1.4	241	7.7
Public school	1,855	257	13.9	1,233	66.5	185	10.0	22	1.2	26	1.4	132	7.0
Girls	4,037	692	17.1	2,543	63.0	286	7.1	40	1.0	92	2.3	384	9.5
Delinquents	373	19	5.1	193	51.7	107	28.7	36	9.7	2	0.5	16	4.3
Scouts	719	154	21.4	459	63.9	19	2.6	1	0.1	5	0.7	81	11.3
Public school	2,945	519	17.6	1,891	64.2	160	5.4	3	0.1	85	2.9	287	9.8

TABLE II

Number of Times a Week Delinquent Boys Attend Movies, by Specified Correctional Schools

Correctional Schools	Total	Number of Times a Week Delinquent Boys Attend Movies								Delinquent Boys Not Attending Movies		Attendance Not Reported	
		Less than a Week		1 and 2 Times a Week		3 and 4 Times a Week		5 Times and More a Week					
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Total delinquents	1,046	17	1.6	512	48.9	285	27.2	212	20.4	7	0.7	13	1.2
Parental School	210	7	3.3	116	55.2	44	21.0	41	19.5	0	0.0	2	1.0
Cook County School	99	0	0.0	55	55.6	30	30.3	14	14.1	0	0.0	0	0.0
Detention Home	87	2	2.3	53	60.9	18	20.7	12	13.8	2	2.3	0	0.0
St. Charles School	650	8	1.2	288	44.3	193	29.7	145	22.3	5	0.8	11	1.7

TABLE III

Number of Times a Week High-School and Grade-School Pupils Attend Movies, by Sex

Class and Sex	Total	Number of Times a Week High-School and Grade-School Pupils Attend Movies								Children Not Attending Movies		Attendance Not Reported	
		Less than 1 Time a Week		1 and 2 Times a Week		3 and 4 Times a Week		5 Times and More a Week					
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Total children	4,800	776	16.2	3,124	65.1	345	7.2	25	0.5	111	2.3	419	8.7
Boys	1,855	257	13.9	1,233	66.5	185	10.0	22	1.2	26	1.4	132	7.0
High school	1,153	196	17.0	751	65.2	80	6.9	14	1.2	12	1.0	100	8.7
Grade school	702	61	8.7	482	68.7	105	14.9	8	1.1	14	2.0	32	4.6
Girls	2,945	519	17.6	1,891	64.2	160	5.4	3	0.1	85	2.9	287	9.8
High school	2,180	424	19.4	1,374	63.0	102	4.7	2	0.1	54	2.5	224	10.3
Grade school	765	95	12.4	517	67.6	58	7.6	1	0.1	31	4.1	63	8.2

TABLE IV

Number of Times a Week Children Attend Movies, by Specified High Schools

High Schools	Total	Number of Times a Week Children Attend Movies								Children Not Attending Movies		Attendance Not Reported	
		Less than 1 Time a Week		1 and 2 Times a Week		3 and 4 Times a Week		5 Times and More a Week					
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Total children	2,275	408	17.9	1,499	65.9	133	5.8	13	0.6	29	1.3	193	8.5
Hyde Park	1,207	193	16.0	851	70.5	78	6.5	6	0.5	2	0.2	77	6.3
Calumet	1,068	215	20.1	648	60.7	55	5.1	7	0.7	27	2.5	116	10.9

TABLE V

Number of Times a Week Children Attend Movies, by Specified Grade Schools and Sex

Grade School and Sex	Total	Number of Times a Week Children Attend Movies								Children Not Attending Movies		Attendance Not Reported	
		Less than 1 Time a Week		1 and 2 Times a Week		3 and 4 Times a Week		5 Times and More a Week					
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Total children	831	110	13.2	546	65.7	75	9.1	2	0.2	34	4.1	64	7.7
Boys	391	51	13.0	264	67.5	43	11.0	1	0.3	11	2.8	21	5.4
Wentworth	268	36	13.4	171	63.8	31	11.6	1	0.4	11	4.1	18	6.7
John Fiske	123	15	12.2	93	75.6	12	9.8	0	0.0	0	0.0	3	2.4
Girls	440	59	13.4	282	64.1	32	7.3	1	0.2	23	5.2	43	9.8
Wentworth	314	42	13.4	191	60.8	23	7.3	1	0.3	20	6.4	37	11.8
John Fiske	126	17	13.5	91	72.2	9	7.1	0	0.0	3	2.4	6	4.8

TABLE VI

Number of Times a Week Juvenile Delinquents and Scouts Attend Movies, by Sex

Group and Sex	Total	Number of Times a Week Juvenile Delinquents and Scouts Attend Movies								Children Not Attending Movies		Attendance Not Reported	
		Less than 1 Time a Week		1 and 2 Times a Week		3 and 4 Times a Week		5 Times and More a Week					
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Total children	5,252	628	12.0	3,326	63.3	627	11.9	263	5.0	57	1.1	351	6.7
Boys	4,160	455	10.9	2,674	64.3	501	12.1	226	5.4	50	1.2	254	6.1
Delinquents	1,046	17	1.6	512	48.9	285	27.2	212	20.4	7	0.7	13	1.2
Scouts	3,114	438	14.2	2,162	69.4	216	6.9	14	0.4	43	1.4	241	7.7
Girls	1,092	173	15.9	652	59.7	126	11.5	37	3.4	7	0.6	97	8.9
Delinquents	373	19	5.1	193	51.7	107	28.7	36	9.7	2	0.5	16	4.3
Scouts	719	154	21.4	459	63.9	19	2.6	1	0.1	5	0.7	81	11.3

TABLE VII

Time of Day Children Attend Movies, by Class and Sex

Class and Sex	Total	Time of Day of Attendance						Children Not Attending		Attendance Not Reported	
		Afternoon		Evening		Afternoon and Evening					
		No.	%	No.	%	No.	%	No.	%	No.	%
Total children...	10,052	2,938	29.2	4,339	43.2	2,557	25.4	168	1.7	50	0.5
Boys.....	6,015	1,853	30.8	2,697	44.8	1,351	22.4	76	1.3	38	0.7
Delinquents.....	1,046	228	21.8	631	60.3	168	16.1	7	0.7	12	1.1
Scouts.....	3,114	1,166	37.4	1,100	35.3	788	25.4	43	1.4	17	0.5
High school.....	1,153	193	16.8	646	56.0	297	25.8	12	1.0	5	0.4
Grade school.....	702	266	37.9	320	45.6	98	14.0	14	2.0	4	0.5
Girls.....	4,037	1,085	26.9	1,642	40.7	1,206	29.8	92	2.3	12	0.3
Delinquent.....	373	39	10.5	207	55.5	122	32.7	2	0.5	3	0.8
Scout.....	719	297	41.3	148	20.6	268	37.3	5	0.7	1	0.1
High school.....	2,180	453	20.8	992	45.5	674	30.9	54	2.5	7	0.3
Grade school.....	765	296	38.7	295	38.6	142	18.5	31	4.1	1	0.1

TABLE VIII

Movie Attendance of Children by Days of Week, by Class and Sex

Class and Sex	Total	Movie Attendance by Days of Week																Children Not Attending		Not Reported	
		Monday		Tuesday		Wednesday		Thursday		Friday		Saturday		Sunday		No Special Day					
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Total children	10,052	447	4.5	287	2.8	501	4.9	198	1.9	999	9.9	3,253	32.3	2,825	28.1	1,171	11.6	168	1.7	203	2.3
Boys	6,015	274	4.6	158	2.6	229	3.8	93	1.5	461	7.7	2,009	33.4	1,935	32.2	661	11.0	76	1.3	119	1.9
Delinquent	1,046	82	7.8	43	4.1	63	6.0	21	2.1	25	2.4	294	28.1	309	29.5	165	15.8	7	0.7	37	3.5
Scout	3,114	125	4.0	65	2.1	95	3.1	34	1.0	226	7.3	1,185	38.1	1,078	34.6	217	7.0	43	1.4	46	1.4
High school	1,153	31	2.7	29	2.5	44	3.8	20	1.7	183	15.9	287	24.9	271	23.5	246	21.3	12	1.0	30	2.7
Grade school	702	36	5.1	21	3.0	27	3.8	18	2.6	27	3.8	243	34.6	277	39.5	33	4.7	14	2.0	6	0.9
Girls	4,037	173	4.3	129	3.2	272	6.7	105	2.6	538	13.3	1,244	30.8	890	22.0	510	12.7	92	2.3	84	2.1
Delinquent	373	44	11.8	25	6.7	62	16.6	14	3.7	8	2.1	139	37.3	27	7.2	42	11.3	2	0.5	10	2.8
Scout	719	19	2.6	8	1.1	23	3.2	11	1.5	117	16.3	302	42.0	166	23.2	54	7.5	5	0.7	14	1.9
High school	2,180	69	3.2	79	3.6	148	6.8	45	2.1	367	16.8	557	25.5	438	20.1	373	17.1	54	2.5	50	2.3
Grade school	765	41	5.4	17	2.2	39	5.1	35	4.6	46	6.0	246	32.2	259	33.9	41	5.4	31	4.1	10	1.1

TABLE IX

LENGTH OF TIME CHILDREN SPEND IN MOVIE THEATER, BY CLASS AND SEX

CLASS AND SEX	TOTAL	LENGTH OF TIME IN MOVIE THEATER						CHILDREN NOT ATTENDING		NO REPORT	
		For One Program		For Two Programs		For More than Two Programs					
		No.	%	No.	%	No.	%	No.	%	No.	%
Total children	10,052	7,752	77.1	1,756	17.4	338	3.4	168	1.7	38	0.4
Boys	6,015	4,635	77.1	1,052	17.5	225	3.7	76	1.3	27	0.4
Delinquent	1,046	567	54.2	319	30.5	146	13.9	7	0.7	7	0.7
Scout	3,114	2,584	83.0	433	13.8	43	1.4	11	1.4	43	0.4
High school	1,153	980	85.0	144	12.5	10	0.9	12	1.0	7	0.6
Grade school	702	504	71.8	156	22.3	26	3.7	14	2.0	2	0.2
Girls	4,037	3,117	77.2	704	17.4	113	2.8	92	2.3	11	0.3
Delinquent	373	156	41.8	165	44.3	48	12.9	2	0.5	2	0.5
Scout	719	617	85.8	87	12.1	7	1.0	5	0.7	3	0.4
High school	2,180	1,806	82.8	294	13.5	21	1.0	54	2.5	5	0.2
Grade school	765	538	70.3	158	20.7	37	4.8	31	4.1	1	0.1

TABLE X

NUMBER AND PERCENTAGE OF CHILDREN ATTENDING MOVIE THEATER WITH SPECIFIED PERSONS, BY CLASS AND SEX

CLASS AND SEX	TOTAL	CHILDREN ATTENDING WITH SPECIFIED PERSONS								CHILDREN NOT ATTENDING		NO REPORT	
		Attend with Parents		Attend with Older Brother and Sister		Attend with Friends		Attend Alone					
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Total children	10,052	2,803	27.9	1,081	10.8	4,487	44.6	1,455	14.5	168	1.7	58	0.5
Boys	6,015	1,383	23.0	613	10.2	2,688	44.6	1,213	20.2	76	0.7	42	1.3
Delinquent	1,046	184	17.6	129	12.3	492	47.0	225	21.5	7	0.7	9	0.9
Scout	3,114	798	25.6	318	10.2	1,262	40.6	676	21.7	43	1.4	17	.5
High school	1,153	260	22.6	72	6.3	623	54.0	178	15.4	12	1.0	8	0.7
Grade school	702	141	20.1	94	13.4	311	44.3	134	19.1	14	2.0	8	1.1
Girls	4,037	1,420	35.2	468	11.6	1,799	44.5	242	6.0	92	2.3	16	0.4
Delinquent	373	89	23.9	48	12.9	182	48.7	51	13.7	2	0.5	1	0.3
Scout	719	323	44.9	77	10.7	251	34.9	59	8.2	5	0.7	4	0.6
High school	2,180	764	35.0	221	10.1	1,071	49.2	64	2.9	54	2.5	6	0.3
Grade school	765	244	31.9	122	15.9	295	38.5	68	8.9	31	4.1	5	0.7

TABLE XI

Sources of Money Used by Children for Admission to Movie Theaters, by Class and Sex

Class and Sex	Total	Sources of Money for Admissoin to Movie Theaters								Children Not Attending		No Report	
		Earned		Given by Parents		Given by Others		Secured Illegitimately					
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Total children	10,052	3,491	34.7	4,074	40.5	2,094	20.8	58	0.6	168	1.7	167	1.7
Boys	6,015	2,825	47.0	1,719	28.6	1,279	21.1	51	0.9	76	1.3	65	1.1
Delinquent	1,046	581	55.5	230	22.0	167	16.0	45	4.3	7	0.7	16	1.5
Scout	3,114	1,385	44.5	928	29.8	735	23.5	4	0.2	43	1.4	19	0.6
High school	1,153	547	47.4	342	29.7	231	20.1	2	0.2	12	1.0	19	1.6
Grade school	702	312	44.5	219	31.2	146	20.7	0	0.0	14	2.0	11	1.6
Girls	4,037	666	16.5	2,355	58.3	815	20.2	7	0.2	92	2.3	102	2.5
Delinquent	373	139	37.2	134	35.9	84	22.4	0	0.0	2	0.5	14	4.0
Scout	719	169	23.6	356	49.4	183	25.4	2	0.3	5	0.7	4	0.6
High school	2,180	279	12.8	1,379	63.2	387	17.8	4	0.2	54	2.5	77	3.5
Grade school	765	79	10.3	486	63.5	161	21.1	1	0.1	31	4.1	7	0.9

TABLE XII

Specified Amounts Spent per Week by Children for Admission to Movie Theaters, by Class and Sex

Class and Sex	Total	Amounts Spent per Week								Children Not Attending		No Report	
		Under 25 Cents		25 Cents and under 50 Cents		50 Cents and under $1.00		$1.00 and Over					
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Total children	10,052	2,480	24.7	3,103	30 9	2,284	22.7	1,014	10.1	168	1.7	1,003	9.9
Boys	6,015	1,761	29.3	1,813	30.1	1,312	21.8	650	10.7	76	1.3	403	6.8
Delinquent	1,046	214	20.5	242	23.1	261	25.0	255	24.4	7	0.7	67	6.3
Scout	3,114	1,181	37.9	1,028	33.0	552	17.7	154	5.0	43	1.4	156	5.0
High school	1,153	49	4.3	343	29.7	396	34.4	206	17.8	12	1.0	147	12.8
Grade school	702	317	45.2	200	28.5	103	14.7	35	4.9	14	2.0	33	4.7
Girls	4,037	719	17.8	1,290	32.0	972	24.1	364	9.0	92	2.3	600	14.8
Delinquent	373	28	7.6	74	19.8	88	23.5	134	36.0	2	0.5	47	12.6
Scout	719	285	39.6	232	32.3	115	16.0	16	2.3	5	0.7	66	9.1
High school	2,180	76	3 5	739	33.9	672	30.8	192	8.8	54	2.5	447	20.5
Grade school	765	330	43.1	245	32.0	97	12.7	22	2.9	31	4.1	40	5.2

TABLE XIII

Method Used by Children in Selecting Movies They Attend, by Class and Sex

Class and Sex	Total	Methods Used for Selecting Movies																Children Not Attending		Not Reported	
		Newspapers		Pictures in Lobby of Theaters		"Coming Attractions" in Films		Title		Actors and Actresses in Films		Recommendations of Friends		Selected by Parents		No Special Method					
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Total children	10,052	2,274	22.6	1,231	12.2	324	3.2	1,865	18.6	1,050	10.4	627	6.2	155	1.6	512	5.1	168	1.7	1,846	18.4
Boys	6,015	1,275	21.2	864	14.4	215	3.6	1,102	18.3	511	8.5	377	6.3	56	0.9	322	5.3	76	1.3	1,217	20.2
Delinquent	1,046	214	20.5	324	31.0	25	2.4	52	5.0	51	5.0	37	3.5	5	0.4	85	8.1	7	0.7	246	23.4
Scout	3,114	633	20.3	323	10.4	136	4.4	719	23.1	259	8.3	207	6.6	42	1.3	138	4.5	43	1.4	614	19.7
High school	1,153	289	25.1	85	7.4	25	2.2	217	18.8	158	13.6	116	10.1	6	0.5	76	6.6	12	1.0	169	14.7
Grade school	702	139	19.8	132	18.8	29	4.1	114	16.2	43	6.2	17	2.4	3	0.4	23	3.2	14	2.0	188	26.9
Girls	4,037	999	24.7	367	9.1	109	2.7	763	18.9	539	13.3	250	6.2	99	2.5	190	4.7	92	2.3	629	15.6
Delinquent	373	95	25.5	89	23.9	16	4.3	40	10.6	38	10.2	18	4.8	1	0.3	21	5.7	2	0.5	53	14.2
Scout	719	173	24.1	33	4.6	27	3.8	136	18.8	78	10.8	53	7.4	61	8.5	34	4.7	5	0.7	119	16.6
High school	2,180	544	25.0	114	5.2	27	1.2	474	21.7	362	16.6	163	7.5	24	1.1	103	4.8	54	2.5	315	14.4
Grade school	765	187	24.4	131	17.1	39	5.1	113	14.8	61	8.0	16	2.1	13	1.7	32	4.2	31	4.1	142	18.5

TABLE XIV

NUMBER AND PERCENTAGE OF CHILDREN ATTENDING SPECIFIED TYPES OF MOVIE THEATERS, BY CLASS AND SEX

CLASS AND SEX	TOTAL	CHILDREN ATTENDING TYPES OF MOVIE THEATERS				CHILDREN NOT ATTENDING MOVIES		NO REPORT	
		Downtown Theaters*		Neighborhood Theaters					
		No.	%	No.	%	No.	%	No.	%
Total children	10,052	725	7.2	6,959	69.2	168	1.7	2,200	21.9
Boys	6,015	453	7.5	4,355	72.4	76	1.3	1,131	18.8
Delinquents	1,046	265	25.3	553	52.9	7	0.7	221	21.1
Scout	3,114	103	3.3	2,518	80.9	43	1.4	451	14.4
High school	1,153	51	4.4	707	61.3	12	1.0	383	33.3
Grade school	702	35	5.0	577	82.2	14	2.0	76	10.8
Girls	4,037	272	6.7	2,604	64.5	92	2.3	1,069	26.5
Delinquent	373	122	32.7	184	49.4	2	0.5	65	17.4
Scout	719	31	4.3	545	75.8	5	0.7	138	19.2
High school	2,180	101	4.6	1,258	57.7	54	2.5	767	35.2
Grade school	765	18	2.4	617	80.6	31	4.1	99	12.9

* Called "Loop theaters" in Chicago.

TABLE XV

PREFERENCE FOR ATTENDING MOVIES OR FOR PLAYING FOOTBALL EXPRESSED BY BOYS, BY CLASS

CLASS	TOTAL	PREFERENCE FOR MOVIES OR FOR FOOTBALL					
		Preference for Movies		Preference for Football		Preference Not Reported	
		Number	Per Cent	Number	Per Cent	Number	Per Cent
Total boys	6,015	1,873	31.1	3,588	59.7	554	9.2
Delinquent	1,046	578	55.3	419	40.0	49	4.7
Scout	3,114	686	22.0	2,116	68.0	312	10.0
High school	1,153	296	25.7	717	62.2	140	12.1
Grade school	702	313	44.6	336	47.9	53	7.5

TABLE XVI

PREFERENCE FOR ATTENDING MOVIES OR FOR PLAYING BASEBALL EXPRESSED BY BOYS, BY CLASS

CLASS	TOTAL	PREFERENCE FOR MOVIES OR FOR BASEBALL					
		Preference for Movies		Preference for Baseball		Preference Not Reported	
		Number	Per Cent	Number	Per Cent	Number	Per Cent
Total boys...	6,015	1,404	23.3	4,091	68.0	520	8.7
Delinquent.....	1,046	470	44.9	519	49.6	57	5.5
Scout.....	3,114	548	17.6	2,270	72.9	296	9.5
High school.....	1,153	193	16.7	846	73.5	114	9.8
Grade school.....	702	193	27.5	456	65.0	53	7.5

TABLE XVII

PREFERENCE FOR ATTENDING MOVIES OR FOR PLAYING BASEBALL EXPRESSED BY GIRLS, BY CLASS

CLASS	TOTAL	PREFERENCE FOR MOVIES OR FOR BASEBALL					
		Preference for Movies		Preference for Baseball		Preference Not Reported	
		Number	Per Cent	Number	Per Cent	Number	Per Cent
Total girls....	4,037	1,930	47.8	1,423	35.2	684	17.0
Delinquent.....	373	230	61.7	104	27.9	39	10.4
Scout.....	719	213	29.6	387	53.8	119	16.6
High school.....	2,180	1,052	48.3	693	31.7	435	20.0
Grade school.....	765	435	56.9	239	31.1	91	12.0

TABLE XVIII

PREFERENCE FOR ATTENDING MOVIES OR FOR HIKING EXPRESSED BY CHILDREN, BY CLASS AND SEX

CLASS AND SEX	TOTAL	PREFERENCE FOR MOVIES OR FOR HIKING					
		Preference for Movies		Preference for Hiking		Preference Not Reported	
		Number	Per Cent	Number	Per Cent	Number	Per Cent
Total children	10,052	2,392	23.8	6,714	66.8	946	9.4
Boys	6,015	1,446	24.0	4,082	67.9	487	8.1
Delinquent	1,046	588	56.3	419	40.0	39	3.7
Scout	3,114	288	9.3	2,579	82.8	247	7.9
High school	1,153	379	32.9	629	54.5	145	12.6
Grade school	702	191	27.2	455	64.8	56	8.0
Girls	4,037	946	23.4	2,632	65.2	459	11.4
Delinquent	373	157	42.1	195	52.3	21	5.6
Scout	719	42	5.8	645	89.7	32	4.5
High school	2,180	518	23.8	1,324	60.7	338	15.5
Grade school	765	229	29.9	468	61.2	68	8.9

TABLE XIX

PREFERENCE FOR ATTENDING MOVIES OR FOR ATTENDING A PARTY EXPRESSED BY CHILDREN, BY CLASS AND SEX

CLASS AND SEX	TOTAL	PREFERENCE FOR MOVIES OR FOR PARTIES					
		Preference for Movies		Preference for Parties		Preference Not Reported	
		Number	Per Cent	Number	Per Cent	Number	Per Cent
Total children	10,052	1,655	16.4	7,254	72.2	1,143	11.4
Boys	6,015	1,015	16.9	4,377	72.8	623	10.3
Delinquent	1,046	351	33.6	647	61.8	48	4.6
Scout	3,114	74	2.4	2,699	86.6	341	11.0
High school	1,153	338	29.3	648	56.2	167	14.5
Grade school	702	252	35.9	383	54.6	67	9.5
Girls	4,037	640	15.9	2,877	71.3	520	12.8
Delinquent	373	121	32.4	227	60.9	25	6.7
Scout	719	48	6.7	608	84.5	63	8.8
High school	2,180	323	14.8	1,496	68.6	361	16.6
Grade school	765	148	19.3	546	71.4	71	9.3

TABLE XX

PREFERENCE FOR ATTENDING MOVIES OR FOR AUTO-RIDING EXPRESSED BY CHILDREN, BY CLASS AND SEX

CLASS AND SEX	TOTAL	PREFERENCE FOR MOVIES OR FOR AUTO-RIDING					
		Preference for Movies		Preference for Auto-Riding		Preference No Reported	
		Number	Per Cent	Number	Per Cent	Number	Per Cent
Total children	10,052	2,404	23.9	6,592	65.6	1,056	10.5
Boys	6,015	1,510	25.1	3,948	65.6	557	9.3
Delinquent	1,046	314	30.0	687	65.7	45	4.3
Scout	3,114	790	25.4	2,023	65.0	301	9.6
High school	1,153	233	20.2	764	66.3	156	13.5
Grade school	702	173	24.6	474	67.6	55	7.8
Girls	4,037	894	22.1	2,644	65.5	499	12.4
Delinquent	373	160	42.9	189	50.7	24	6.4
Scout	719	159	22.1	502	69.8	58	8.1
High school	2,180	384	17.6	1,437	65.9	359	16.5
Grade school	765	191	25.0	516	67.4	58	7.6

TABLE XXI

PREFERENCE FOR ATTENDING MOVIES OR FOR READING EXPRESSED BY CHILDREN, BY CLASS AND SEX

CLASS AND SEX	TOTAL	PREFERENCE FOR ATTENDING MOVIES OR FOR READING					
		Preference for Movies		Preference for Reading		Preference Not Reported	
		Number	Per Cent	Number	Per Cent	Number	Per Cent
Total children	10,052	4,811	47.9	3,837	38.2	1,404	13.9
Boys	6,015	3,180	52.9	2,048	34.0	787	13.1
Delinquent	1,046	711	68.0	269	25.7	66	6.3
Scouts	3,114	1,510	48.5	1,208	38.8	396	12.7
High school	1,153	554	48.0	350	30.4	249	21.6
Grade school	702	405	57.7	221	31.5	76	10.8
Girls	4,037	1,631	40.4	1,789	44.3	617	15.3
Delinquent	373	234	62.7	100	26.8	39	10.5
Scouts	719	215	29.9	414	57.6	90	12.5
High school	2,180	779	35.7	992	45.5	409	18.8
Grade school	765	403	52.7	283	36.9	79	10.4

TABLE XXII

SPECIFIED TYPES OF MOVIES NAMED BY CHILDREN FOR FIRST CHOICE, BY CLASS AND SEX
(Entire Table in Percentages)

CLASS AND SEX	TOTAL	TYPES OF MOVIES NAMED FOR FIRST CHOICE										CHILDREN NOT ATTENDING	MISC. AND NOT REPORTED
		Adventure	Comedy	Educational	Historical	Mystery	Romance	Sport	Tragedy	War	Western		
Total children	(10,052)	11.8	13.1	2.1	7.3	9.7	10.1	6.7	5.7	3.8	17.0	1.7	11.0
Boys	(6,015)	15.3	13.3	2.1	6.6	10.1	3.9	6.6	3.3	5.1	20.4	1.3	12.0
Delinquent	(1,046)	14.1	8.9	0.8	3.1	8.4	5.8	3.9	2.7	3.8	36.6	0.7	11.2
Scout	(3,114)	16.6	15.4	2.4	6.4	12.0	1.9	5.8	3.0	6.1	16.7	1.4	12.3
High school	(1,153)	13.7	13.0	2.8	12.9	8.9	7.0	11.9	5.6	3.8	7.5	1.0	11.9
Grade school	(702)	13.7	11.4	1.3	2.0	6.3	4.7	5.3	2.1	5.1	34.0	2.0	12.1
Girls	(4,037)	6.5	12.7	2.1	8.4	9.1	19.4	6.9	9.2	1.9	12.0	2.3	9.5
Delinquent	(373)	2.9	2.7	1.3	3.5	5.4	35.4	0.3	5.6	0.3	36.2	0.5	5.9
Scout	(719)	9.1	21.0	3.2	8.5	14.6	6.9	10.2	10.6	1.5	7.4	0.7	6.3
High school	(2,180)	6.1	10.3	2.1	10.6	8.8	22.8	8.0	9.9	2.2	6.5	2.5	10.2
Grade school	(765)	7.2	16.5	1.4	4.6	6.8	13.3	3.7	7.7	2.2	20.2	4.1	12.3

TABLE XXIII

SPECIFIED TYPES OF MOVIES NAMED BY CHILDREN FOR SECOND CHOICE, BY CLASS AND SEX
(Entire Table in Percentages)

CLASS AND SEX	TOTAL	TYPES OF MOVIES NAMED FOR SECOND CHOICE										CHILDREN NOT ATTENDING	MISC. AND NOT REPORTED
		Adventure	Comedy	Educational	Historical	Mystery	Romance	Sport	Tragedy	War	Western		
Total children	(10,052)	12.1	14.8	2.2	6.2	10.0	11.7	5.4	6.6	3.7	14.3	1.7	11.3
Boys	(6,015)	14.4	15.7	1.9	5.4	10.4	7.3	5.9	4.2	4.9	16.4	1.3	12.2
Delinquent	(1,046)	14.4	11.7	1.2	3.3	7.5	9.0	5.4	4.5	4.5	24.9	0.7	12.9
Scout	(3,114)	15.2	17.5	2.4	5.4	10.8	4.5	5.0	4.2	5.7	15.4	1.4	12.5
High school	(1,153)	11.9	16.6	2.3	8.2	12.3	12.1	9.0	4.6	3.8	7.8	1.0	10.4
Grade school	(702)	14.7	12.4	0.7	3.8	9.8	9.0	5.4	3.6	4.0	21.7	2.0	12.9
Girls	(4,037)	8.8	13.5	2.7	7.4	9.3	18.2	4.7	10.1	1.9	11.2	2.3	9.9
Delinquent	(373)	4.9	6.7	2.4	2.9	8.6	27.6	1.1	9.4	0.8	23.1	0.5	12.0
Scout	(719)	10.4	16.6	4.5	11.0	11.7	10.4	6.1	12.0	2.1	6.4	0.7	8.1
High school	(2,180)	9.8	13.3	2.5	8.8	8.9	18.9	5.3	10.5	2.1	7.7	2.5	9.7
Grade school	(765)	5.9	14.5	1.7	2.1	8.6	19.0	3.3	7.5	1.8	20.0	4.1	11.5

TABLE XXIV

SPECIFIED TYPES OF MOVIES NAMED BY CHILDREN FOR THIRD CHOICE, BY CLASS AND SEX
(Entire Table in Percentages)

CLASS AND SEX	TOTAL	TYPES OF MOVIES NAMED FOR THIRD CHOICE										CHILDREN NOT ATTENDING	MISC. AND NOT REPORTED
		Adventure	Comedy	Educational	Historical	Mystery	Romance	Sport	Tragedy	War	Western		
Total children	(10,052)	10.3	16.3	3.2	4.9	9.2	13.6	4.9	7.5	3.4	11.6	1.7	13.4
Boys	(6,015)	12.2	16.2	3.2	4.5	9.2	10.8	5.4	6.0	4.4	12.8	1.3	14.0
Delinquent	(1,046)	12.8	13.4	3.2	2.9	6.6	11.0	5.2	3.1	4.4	20.1	0.7	16.6
Scout	(3,114)	12.9	17.2	3.9	5.0	10.6	8.2	4.9	7.2	4.7	11.1	1.4	12.9
High school	(1,153)	9.0	17.5	2.3	5.4	8.8	16.2	6.9	7.3	4.2	8.4	1.0	13.0
Grade school	(702)	13.3	14.1	1.4	3.3	7.8	13.5	5.6	3.1	3.7	16.7	2.0	15.5
Girls	(4,037)	7.8	16.4	3.1	5.4	9.2	17.7	4.1	9.6	1.9	9.9	2.3	12.6
Delinquent	(373)	8.8	11.8	5.7	3.8	12.1	18.5	1.3	7.2	1.6	11.3	0.5	17.4
Scout	(719)	7.7	17.4	3.3	7.4	13.1	15.2	5.8	12.4	1.7	7.5	0.7	7.8
High school	(2,180)	7.1	17.3	2.7	5.8	8.4	19.4	4.6	9.4	2.1	8.0	2.5	12.7
Grade school	(765)	9.1	15.4	2.7	3.1	6.1	14.9	2.3	8.8	1.7	16.7	4.1	15.1

TABLE XXV

SPECIFIED SCENES IN MOVIES THAT PRODUCE THRILLS AS NAMED BY CHILDREN, BY CLASS AND SEX
(Entire Table in Percentages)

CLASS AND SEX	TOTAL	SPECIFIED SCENES IN MOVIES THAT PRODUCE THRILLS														CHILDREN NOT ATTENDING	NO REPORT
		Athletic Stunts, College Sports	Fighting, Duelling	Murder, Robbery, Shooting, Holdups	War and Battles, Indian Warfare	Racing and Riding	Love-making, Kissing, Marrying	Parties, Dancing, Society	Fine Clothes, Fine Homes	Airplanes, Shipwrecks, and Trainwrecks	Mother-Love, Justice	Poor Rising to Riches and Power	Impossible Situations	Heroic Deeds	Other Scenes		
Total children	(10,052)	7.1	16.3	1.9	17.9	3.3	7.4	1.1	1.8	4.2	2.1	2.8	6.1	3.6	19.4	1.7	3.3
Boys	(6,015)	7.2	21.9	2.4	23.0	2.5	3.4	0.2	0.7	4.3	1.4	1.8	6.1	3.4	17.2	1.3	3.2
Delinquent	(1,046)	5.2	26.3	5.5	27.9	4.3	3.8	0.3	0.5	3.3	1.0	1.2	4.8	1.3	10.7	0.7	3.2
Scout	(3,114)	6.9	23.1	1.9	22.7	1.7	2.3	0.1	0.5	4.5	1.0	1.8	7.7	3.8	17.8	1.4	2.8
High school	(1,153)	10.4	16.2	1.1	16.1	3.0	5.6	0.5	1.7	4.2	2.7	2.9	5.2	5.1	19.5	1.0	4.8
Grade school	(702)	6.0	19.2	3.0	28.1	2.4	4.4	0.4	0.3	5.4	1.3	1.0	2.7	1.8	19.6	2.0	2.4
Girls	(4,037)	6.9	7.9	1.1	10.4	4.4	13.3	2.3	3.4	4.0	3.1	4.2	6.1	4.1	23.0	2.3	3.5
Delinquent	(373)	1.6	10.2	2.9	17.2	5.9	27.1	3.5	3.5	4.3	1.6	2.4	2.7	2.1	12.4	0.5	2.1
Scout	(719)	8.3	5.1	0.8	8.8	2.5	8.8	1.4	3.1	3.9	2.5	7.4	11.6	5.2	29.2	0.7	0.7
High school	(2,180)	7.8	7.7	0.6	7.9	4.9	14.4	2.2	3.9	3.1	3.8	3.9	5.2	4.4	22.7	2.5	5.0
Grade school	(765)	5.5	9.9	2.0	15.7	4.2	7.6	2.6	2.2	6.8	2.5	2.9	5.3	3.1	23.2	4.1	2.4

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